DOCUMENT RESUME

ED 199 947 EC 132 428

AUTHOR	Stulac, Joseph F., II; Olive, John
TITLE	Special Education Competencies for Teachers Project. Performance Competency Evaluation for Speech-Language Pathologists.
INSTITUTION	Metropolitan Cooperative Educational Service Agency, Atlanta, Ga.
PUB DATE	30 Jun 80
NOTE	257p.; A part of Project SECT. For related documents, see EC 123 248-251.
EDRS PRICE	MF01/PC11 Plus Postage.
DESCRIPTORS	*Competence; *Disabilities; Evaluation Methods; Exceptional Child Research; *Skills; *Speech Therapy; Test Validity; *Therapists

ABSTRACT

Thirty-three speech-language pathologists (SLPs) were interviewed and observed by two teams of evaluators using a generic teacher performance assessment instrument. Interviews and therapy observations were recorded on videotape and all Ss were rated on their overall demonstration of competence by a panel of practitioners and teacher educators. As an external criterion measure the rankings of the panel and the classifications of the SLPs were compared to the ratings from two performance assessment instruments. Those items that were positively and significantly related to the external criterion were considered valid and formed the revised instrument. The Special Education Competencies for Teaching was found to have content, construct, and concurrent validity. (Author/CL)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED199947

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Charles W.
Thompson
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Project SECT: Director, Josef F. Stulac II, Ph.D.
Technical Specialist, John Olive
Field Coordinator, Debbie Pezeshkmehr

STATE SPEECH-LANGUAGE PATHOLOGISTS COMMITTEE

Elizabeth P. Bailey
Department Chairman
Speech-Language Pathologist
DeKalb County Schools

Margi Berbari, Consultant
Georgia Speech and Hearing Association

Joan D. Berryman, Ed.D.
Assistant Professor
Speech Pathology/Audiology
University of Georgia

A.W. Carter, Past President
Georgia Association of Elementary Principals
Ware County Schools

Vicky Edwards, Consultant
Speech-Language Impaired
Cobb County Public Schools

Parthenia Hilliard-Franks
Clinic Coordinator
Speech Pathology Clinic
Georgia State University

Shirley Jaeger, Coordinator
Speech-Language and Hearing Impaired Program
Muscogee County Schools

Charles Johnson
Speech-Language Pathologist
Cherokee County Schools

W.R. Neal, Jr., Ed.D.
Associate Professor
Speech Pathology/Audiology
University of Georgia

Virginia Nixon, Consultant
Program for Exceptional Children
Speech-Language Impaired
Georgia Department of Education

Larry Weiner, Director
North Metro Children's Center

Julianna Williams, Consultant
Physical Handicaps
Program for Exceptional Children
Bibb County Schools

Thomas Wentland, Ph.D., Director
Program in Communication Disorders
Columbus College

ABSTRACT

A performance assessment instrument using a team of evaluators was developed in a two-year study of Georgia speech-language pathologists (SLPs). A state-wide survey of SLPs, special education administrators, and teacher educators identified essential competencies and indicators. Descriptors of the skills and behaviors to be demonstrated were written through a delphi process. Thirty-three SLPs from around the state were interviewed and observed by two teams of evaluators using a generic teacher performance assessment instrument and the newly developed SECT/SLP instrument. The interviews and therapy observations were recorded on videotape and all subjects were rated on their overall demonstration of competence by an expert panel of practitioners and teacher educators. As an external criterion measure the panel's rankings and classifications of the SLPs were compared to the ratings from the two performance assessment instruments. Those items and competencies that were positively and significantly related to the external criterion were considered valid and formed the revised instrument. Procedures, interview questions, and portfolio contents were written to prepare the manual contained herein.

Table of Contents

Introduction 1

Research Design 7

  Sample 7

  Data Collection 7

  Data Analysis 10

  Research Questions and Results 10

  Tables 3 through 11 14

Conclusions and Recommendations 14

Participant Evaluation Data 26

Comments from Participants 28

Appendices

  A. Survey

  B. SECT/SLP Assessment Instrument

  C. TPAI Profiles

  D. SECT/SLP Profiles

INTRODUCTION

The Special Education Competencies for Teachers (SECT) Project undertook a special study in 1978 to identify competencies for speech-language pathologists (SLPs). It was determined in the previous year's research that SLPs were consistently rated higher than other types of special education teachers on a validated list of special education teaching competencies. In that study, the sample of 65 teachers included only nine SLPs. However, based on that limited number, it appeared that SLPs would be able to rate much higher in the state's competency certification assessments because they dealt with only one or two students at a time in their therapy sessions. Because of this contextual difference in work setting, beginning SLPs may more easily meet certification requirements than would other teachers. Furthermore, needs for staff development would be less easily identified with higher evaluation ratings.

A state committee composed of concerned Georgia educators was formed to examine this problem. That committee met five times during the year in two-day sessions. These efforts eventually resulted in a competency assessment instrument for SLPs.

During the initial committee meetings all available existing competency assessment instruments were examined for competency rating items that might be pertinent to SLPs. A critical incident technique, where videotaped recordings of actual therapy sessions were studied, was used to develop new competency indicators. A list of 112 competency statements resulted from these activities.

A state-wide survey was used to determine which of these competency statements should be minimally required of beginning SLPs. All SLPs and special education directors in Georgia as well as a 10% sampling of all Georgia principals were mailed a copy of the survey (Appendix A). Four questions were asked for each of the 112 competency statements to determine their importance, their frequency of use, the typical performance level, and the appropriate assessment source.

Eight hundred sixty-two questionnaires were mailed on January 31, 1979. Seventeen were returned as undeliverable. After two weeks 208 surveys (25%) had been returned. A follow-up letter was mailed to the remaining 637 respondents. After two more weeks an additional 184 surveys (22% of total) had been returned. These returns (46% of the total) were used in the data analysis although a few more returns arrived later. Table 1 illustrates the distribution of the survey sampling.

Table 1

SLP Survey Sampling Returns

	SURVEYS MAILED	RETURNS UNABLE TO DELIVER	FOLLOW-UP LETTER	CALLED/WROTE FOR SURVEY	RETURNS UNABLE TO ANSWER	RETURNS ON ORIGINAL LIST	RETURNS NOT ON ORIGINAL LIST	TOO LATE TO BE COMPUTED COMMENTS INCLUDED
STATE DEPARTMENT	13	0		0	0	5	0	0
SLP COMMITTEE	12	0		0	0	8	0	10
PRINCIPALS	97	1		0	0	37	2	0
SPECIAL EDUCATION DIRECTORS	202	6		0	4	65	0	4
SLP THERAPISTS	537	10		28	0	269	5	0
OTHER	1	0		0	0	1	0	0
TOTALS	862	17	637	28	4	385	7	14
					TOTAL	392		406

The appropriate data source for the assessment of specific competency areas was surveyed. The 112 competency statements were divided into seven task areas: diagnosis, prescription, presentation, monitoring, feedback, program administration, and professional ethics. (It was anticipated that knowledge competencies would be assessed using paper and pencil tests or using interviews and simulation.) The survey asked who should provide the ratings in each of the seven areas.

The results indicate that a lead therapist is the most desired in every case with a peer teacher in speech-language pathology following closely. The school principal and the special education director or coordinator were often named, particularly in the areas of program administration and professional ethics. It is noteworthy that the "other" sources item most frequently specified "self" as an appropriate data source. Table 2 reports these results.

One of the questions in the survey asked, "How important is this competency to the performance of an SLP?" Each of the 112 competency statements was rated as (1) not important, (2) important, but not absolutely necessary, or (3) essential for minimally competent performance. Those items which were rated essential by 80% or more of the respondents were included in the SLP instrument. Of the 112 statements, 58 met this criterion.

Table 2. Survey responses to the question, "Who should collect the data for evaluating SLP Competencies?"

		1	2	3	4	5	6	7
Peer Teacher in SLP	A	296	284	289	264	260	191	206
Peer Teacher in Spec. Education	B	61	64	81	62	88	52	62
Peer Teacher in any field	C	19	17	27	15	71	19	44
Principal	D	63	52	95	93	121	151	209
Spec. Ed. Director	E	120	109	103	113	106	182	141
Spec. Ed. Coordinator	F	199	202	196	197	159	239	209
Lead Therapist	G	322	320	306	294	284	263	268
State Dept. of Educ. staff member	H	44	38	42	42	21	56	29
Trained Data collector from your sch. system	I	83	65	72	84	61	59	55
Trained Data collector from State Dept. of Education	J	77	70	62	72	52	61	51
Trained Data collector from independent agency	K	23	16	20	21	16	12	11
University Personnel	L	67	52	43	43	35	28	28
Parents	M	10	11	9	6	59	9	9
Students	N	1	1	16	2	30	0	4
Other	O	4	6	4	5	5	2	3
TOTALS		1389	1307	1365	1313	1368	1324	1329

How often a competency is used was important information to learn. If a certain skill were essential but needed only on the first day of class, a question arises concerning the feasibility of random observations. Competency skills and behaviors used infrequently could not be assessed throughout the year. Of the 58 essential items, all were thought to be used "frequently" by at least [illegible]0% of the respondents.

The final area of concern was an estimation of the performance level to expect of Georgia's SLPs on these competencies. Although this percentage was not a criterion to meet for inclusion in the assessment instrument, if a competency were rated essential and frequently employed but inadequately performed by most SLPs, a special need would be indicated. Only two items rated as essential or important (#58, counsels parents, and #63, informs community) were thought to be inadequately performed by more than 25% of the respondents.

The state SLP committee worked through the subsequent three meetings in the spring of 1979 to prepare the assessment instrument of essential competencies. Similar items were grouped into competency areas, indicator skills were identified, and mutually exclusive but exhaustive descriptors were written and revised.

The resulting document was called the SECT/SLP Assessment Instrument. It contains the best "guesses" that the profession could provide for the assessment of competent SLPs. The instrument still needed field testing, revisions, and validation in the coming year. The content having been validated, a study was designed to insure concurrent validation during the 1979-80 school year.

RESEARCH DESIGN FOR CONCURRENT VALIDATION

During the 1979-80 school year, the concurrent validation phase took place.

A sample of thirty-three Speech-Language Pathologists (SLPs) volunteered to take part in the data collection process. All 33 SLPs were classified as "beginning therapists", having only one to three years experience. They were all employed in Georgia school districts and were geographically distributed throughout the state. The sample consisted of 31 white and two black therapists; 32 female and one male therapist. This racial and sexual composition is representative of the distribution of therapists state-wide.

DATA COLLECTION: Three sources of data were obtained.

(i) Ratings of the sample on the Teacher Performance Assessment Instruments (TPAI), the generic instruments being used for beginning teacher certification in Georgia.

Procedures:

(a) The external data collector trained on the TPAI called the SLP and made arrangements for an observation. Contacts were also made with the Principal/Administrator and a Peer teacher (also trained on the TPAI) to coordinate the observation schedule.

(b) The SLP prepared and mailed her lesson plans for the observation period to the TPAI data collector for review. The Principal and Peer teacher also reviewed copies of the lesson plans.

(c) The TPAI data collector interviewed the SLP in the school setting. The Principal and Peer teacher also interviewed the SLP.

(d) Observations of different therapy sessions during the observation period (but with the same student client(s)) were made by the TPAI data collector, the Principal and the Peer teacher.

(e) Each observer independently rated the therapist on the TPAI immediately after each observation.

(f) The mean rating from the three observers was computed for each item of the TPAI. A competency mean was obtained from the total number of ratings for each competency.

This process was repeated for all 33 SLPs.

(ii) Ratings on the SECT/SLP Instrument

Procedures:

(a) The SLP was contacted and arrangements made to videotape the observed therapy session. Arrangements were also made for the Principal/Administrator and the Special Education Supervisor to observe during the same observation period. (Three to five consecutive therapy sessions with the same student client(s).)

(b) The SLP prepared her lesson plans for the observation period for review by the external SLP data collector, Principal and Special Education Supervisor.

(c) The on-site interview on the SECT/SLP Instrument was videotaped. The Principal and Special Education Supervisor also interviewed the SLP.

(d) The observed therapy session (rated by the external TPAI data collector) was videotaped. The Principal and Special Education Supervisor made their observations at different times during the same observation period.

(e) The external SLP data collector (certified, Masters level, experienced SLP trained on the SECT/SLP Instrument) reviewed the lesson plans, taped interviews and taped observations and rated each therapist on the SECT/SLP Instrument during a two-week period. The Principal and Special Education Supervisor rated the appropriate items on the SECT/SLP Instrument immediately after their observations.

(f) The mean rating for each item was computed and the mean competency rating was computed from the item means in each competency.

This process was repeated for all 33 SLPs.

(iii) External Criterion Measure

This was produced by a panel of ten experts recommended by the State Department of Education. These were recruited from different areas of the state and represented the following professional categories:

(a) University level
(b) Central Office administration
(c) Practicing therapists
(d) Local school administration

They met together for five consecutive days to independently classify and rank order the observed therapists from:

(a) The Lesson Plans
(b) The Videotaped Interviews
(c) The Videotaped Observations

The videotapes and lesson plans were viewed in four different orders by subgroups of the ten panel members. The observations were supervised and the panel members were instructed to first designate each observed SLP to one of three categories: "Hire", "Alternate" and "Not Hire". They did this independently with no interpanel discussions. After viewing and classifying all 33 SLPs each panel member then independently ranked the 33 SLPs from 1 (highest) to 33 (lowest). Each videotaped observation was of 30 to 45 minutes duration. The videotapes were unedited records of the therapy sessions rated by the external data collector on the TPAI and the external SLP data collector on the SECT/SLP Instrument.

DATA ANALYSIS

Summary of Data

(i) A profile of each observed SLP's TPAI ratings (Appendix C). This profile contains raw scores from each observer, the indicator mean rating (computed from the raw scores of each rater on each indicator), and the competency mean for each competency in the TPAI (computed from the total raw scores on any one competency).

(ii) A profile of each observed SLP's ratings on the SECT/SLP Instrument (Appendix D). This profile contains raw scores from each observer, the indicator mean rating (computed from the raw scores of each rater on each indicator), and the competency mean for each competency in the SECT/SLP Instrument (computed from the indicator means of each indicator in a particular competency area).

(iii) The Expert Q-Sort (Table 3): This shows the classification of each SLP by the ten "expert raters" into one of the three categories: "Hire", "Alternate", "Not Hire".

(iv) Rank Order of the SLPs (Table 4). This shows the rank assigned to each SLP by each of the ten expert panel members. It also shows the totals and percentages for the classifications made by each panel member and the Expert Group as a whole.

RESEARCH QUESTIONS

1. Is the External Criterion Reliable?

i.e. Is there sufficient agreement among the diverse panel members' ratings to make this a usable data source?

Test (a): "Interjudge reliability through analysis of variance" (B.J. Winer, Statistical Principals in Experimental Design, McGraw-Hill, 1962), applied to the data in Table 3 (classifications).

Result (a): Reliability Coefficient of .903

Test (b): Pearson Correlation. Cross tabulations on the rankings for each pair of judges (expert panel members).

Result (b): See Table 5. Correlations for each pair of judges (except I vs. C) were significant at the .05 level. Judge I and Judge C had a correlation of .16, all other correlations were greater than .31.

2. Was there a significant positive relationship (at the .05 level) between the External Criterion and the Mean Ratings on indicators and competencies on the TPAI and SECT/SLP Instrument?

Test: Each TPAI and SECT/SLP mean indicator rating and mean competency rating was compared with the External Criterion Measure of Classification by a one-way ANOVA. The MODE of the classification of the ten experts for each SLP was used (computed from Table 3).

Results: Eleven of the 51 TPAI indicators were significant at the .05 level; however, four of these sorted the SLPs in a different order to that achieved by the Expert Q-Sort (i.e. they were significant, but wrong direction). Only two of the 16 TPAI competencies showed a significant agreement with the Q-Sort (see Table 6). Eighteen of the 33 SECT/SLP indicators were significant at the .05 level; however three of these were in the wrong direction. Nine of the 11 SECT/SLP competencies showed a significant agreement with the Expert Q-Sort (see Table 7).

3. Do the indicator items and competencies on the TPAI and SECT/SLP Instrument discriminate by classification in the same way as the External Criterion Measure?

Test: The two sets of data were compared by Scheffé's Comparison Procedure.

Result: Only three of the 51 indicators on the TPAI produced subgroups of the SLPs which discriminated in the same way as the Expert Q-Sort. One of the 16 competencies also discriminated in this way (see Table 6). Eleven of the 33 indicators on the SECT/SLP Instrument produced subgroups of the SLPs which discriminated in the same way as the Expert Q-Sort. Eight of the 11 competencies also discriminated in this way (see Table 7). All items and competencies which were found to discriminate did so into only two subgroups, separating the "Hires" from the "Not Hires". No discrimination between all three categories was found.

4. Redundancy: Do the SECT/SLP items generate any extra information that is not being obtained from the TPAI items?

Test: Cross tabulation of similarly worded items from both instruments to compute a Pearson Correlation Coefficient.

Result: Only four of the SECT/SLP items had a correlation with TPAI items greater than .50 (see Table 8).

5. After eliminating the non-significant items and competencies will the resulting instrument produce a reasonable tool for evaluation of SLPs?

Procedure: The redundant SECT/SLP items were eliminated or replaced with their counterpart from the TPAI. All non-significant items were eliminated, as well as those discriminating in the wrong order. The remaining items were rearranged into a revised instrument consisting of nine competency areas (see Table 9).

Tests: (a) The ratings on these 23 indicator items and the nine new competency areas (obtained from the data in Appendices C and D) were compared with the external criterion measures by a one-way ANOVA and by Scheffé's Comparison Procedure.

(b) Spearman Rank Order correlation coefficients were computed for the rank of each SLP determined by total score on the revised SECT/SLP Instrument (see Table 10), compared with both the mean and median ranks assigned to each SLP by the ten judges. When computing the mean ranks for each SLP, tied ranks were untied by reference to the median ranks. When computing the median ranks for each SLP, tied ranks were untied by reference to the mean ranks.

Results: (a) All of the indicator items in the revised SECT/SLP Instrument produced evaluations of the 33 SLPs significantly similar to the external criterion at the .10 level.

All of the competencies in the revised SECT/SLP Instrument can be said to:

(i) Classify the SLPs into two groups (discriminate).

(ii) Produce evaluations significantly similar to the external criterion at the .025 level (see Table 11).

(b) The total scores obtained by the SLPs on the revised SECT/SLP Instrument give a rank ordering of the SLPs that correlates with the mean ranks given by the expert panel, r = .81; and with the median ranks, r = .80. These results are significant beyond the .001 level.

Table 3
Expert Q-Sort
(1 = Hire, 2 = Alternate, 3 = Not Hire)

Teacher Number	EXPERT RATERS									
	A	B	C	D	E	F	G	H	I	J
101	1	1	1	2	1	1	1	2	2	2
102	2	3	2	2	2	2	2	2	2	2
103	1	2	1	1	1	1	1	1	2	1
104	2	3	1	3	3	3	3	3	3	3
105	1	2	1	1	1	1	1	2	3	1
106	1	1	1	1	1	1	1	1	2	1
107	2	1	1	2	2	1	1	1	2	2
108	2	2	1	2	2	2	3	2	2	2
109	3	3	3	1	2	2	2	1	3	3
110	1	1	1	1	1	1	1	1	1	1
111	1	1	1	1	1	1	1	1	2	1
112	3	3	3	3	3	3	3	3	3	3
113	3	2	3	2	1	2	2	2	2	3
114	1	1	1	1	1	2	1	2	2	2
115	3	3	3	3	3	3	3	3	3	2
116	2	1	2	2	2	2	2	2	2	2
117	2	2	2	2	2	3	1	2	1	2
118	1	1	1	1	2	1	1	1	2	1
119	3	3	1	3	2	3	3	3	2	2
120	1	1	1	2	1	1	1	1	1	1
121	1	1	1	1	1	1	1	1	2	1
122	1	1	2	1	1	1	1	1	2	1
123	2	1	3	1	1	1	2	1	2	1
124	3	2	1	1	2	1	2	2	2	2
125	2	1	2	2	1	1	2	2	2	1
126	3	3	2	3	2	2	2	2	3	3
127	3	1	1	3	1	1	1	3	2	3
128	1	1	1	1	1	1	1	1	2	1
129	2	1	1	1	2	3	1	1	3	2
130	2	1	1	2	2	1	1	2	1	2
131	3	1	1	2	2	1	2	2	2	3
132	1	2	1	3	1	1	1	2	2	1
133	2	2	1	2	2	1	1	2	2	2

Table 4

Expert Panel Ranking and Q-Sort of Speech-Language Pathologists
(H=Hire, A=Alternate, N=Not Hire)

Experts	A			B			C			D			E			F			G			H			I			J		
Teachers	H	A	N	H	A	N	H	A	N	H	A	N	H	A	N	H	A	N	H	A	N	H	A	N	H	A	N	H	A	N
101	12			6			17				15		3			5			19				18			14			23	
102		23				28		23			20			30			26			23			20			26			20	
103	11				24		6			13			1			6			2			11				25		5		
104		18				30	18					28			31			30			31			33			28			27
105	9				19		5			7			11			12			14				23				31	11		
106	7			5			8			6			5			9			7			8				10		7		
107		25		13			21				22			18		15			16			6				22			14	
108		20			25		10				19			23			25				29		28			21			24	
109			26			32			31	10				29			24			27		13					30			30
110	1			2			2			1			10			1			1			1			2			1		
111	6			15			20			8			14			2			5			9				16		4		
112			33			33			33			32			33			33			33			30			33			33
113			27		23				30		17		13				22			25			17			23				28
114	10			16			11			9			16				21		6				16			15			15	
115			29			31			29			29			32			31			32			32			27		26	
116		16		12				26			18			26			23			22			25			11			16	
117		21			22			27			26			27				29	9				15		3				21	
118	14			11			7			5				20		14			4			2				18		10		
119			32			29	15					33		22				32			30			29		20			25	
120	5			10			12				16		4			8			11			4			1			3		
121	4			1			4			4			9			4			17			3				6		9		
122	8			3				28		3			2			7			10			7				5		6		
123		19		4					32	11			6			20				24		10				8		13		
124	3				21		9			12				24		13				21			14			19			18	
125		17		14				25			21		7			18				26			27			12		12		
126			30			27		24				31		28			27			28			26				29			32
127			28	18			16					30	15			10			13					31		24				29
128	2			17			1			2			12			3			3			12				7		2		
129		22		7			3			14				21				28	15			5					32		19	
130		24		9			19				24			25		11			8				24		4				22	
131			31	8			22				25			17		19				20			22			17				31
132	13				26		13					27	8			16			18				21			9		8		
133		15			20		14				23			19		17			12				19			13			17	
TOTALS	14	11	8	18	8	7	22	6	5	14	12	7	16	14	3	20	7	6	19	9	5	13	15	5	4	22	7	13	13	7
%	42	33	24	55	24	21	67	18	15	42	36	21	48	42	9	61	21	18	58	27	15	39	45	15	12	67	21	39	39	21
		*									*												*						*	

= 330

	H	A	N
Expert Group	153	117	60
%	46	35	18 *

*Total percentages do not equal 100 because of rounding off

```
STATISTICAL PACKAGE FOR THE SOCIAL SCIENCES          TABLE 5                          03/24/80        PAGE    6
                                              INTER-PANEL RELIABILITY
FILE    NONAME    (CREATION DATE = 03/24/80)        ON RANKINGS
- - - - - - - - - - - - - - P E A R S O N   C O R R E L A T I O N   C O E F F I C I E N T S - - - - - - - - - - - - -

              JJA        JJB        JJC        JJD        JJE        JJF        JJG        JJH        JJI        JJJ

JJA          1.0000     0.5020     0.6230     0.7858     0.5963     0.7567     0.6441     0.6033     0.5535     0.8539
            (    0)    (   33)    (   33)    (   33)    (   33)    (   33)    (   33)    (   33)    (   33)    (   33)
            S-0.001    S=0.001    S=0.001    S=0.001    S=0.001    S=0.001    S=0.001    S=0.001    S=0.001    S=0.001

JJB          0.5020     1.0000     0.3118     0.5919     0.6293     0.6414     0.5501     0.6377     0.6330     0.5378
            (   33)    (    0)    (   33)    (   33)    (   33)    (   33)    (   33)    (   33)    (   33)    (   33)
            S-0.001    S=0.001    S=0.039    S=0.001    S=0.001    S=0.001    S=0.001    S=0.001    S=0.001    S=0.001

JJC          0.6230     0.3118     1.0000     0.4669     0.3533     0.5100     0.5719     0.3910     0.1568     0.5394
            (   33)    (   33)    (    0)    (   33)    (   33)    (   33)    (   33)    (   33)    (   33)    (   33)
            S-0.001    S=0.039    S=0.001    S=0.003    S=0.022    S=0.001    S=0.001    S=0.012    S=0.192    S=0.001

JJD          0.7858     0.5919     0.4669     1.0000     0.5371     0.6698     0.6093     0.7707     0.3509     0.7119
            (   33)    (   33)    (   33)    (    0)    (   33)    (   33)    (   33)    (   33)    (   33)    (   33)
            S-0.001    S=0.001    S=0.003    S=0.001    S=0.001    S=0.001    S=0.001    S=0.001    S=0.023    S=0.001

JJE          0.5963     0.6293     0.3533     0.5371     1.0000     0.7477     0.5207     0.5080     0.5057     0.6835
            (   33)    (   33)    (   33)    (   33)    (    0)    (   33)    (   33)    (   33)    (   33)    (   33)
            S-0.001    S=0.001    S=0.022    S=0.001    S=0.001    S=0.001    S=0.001    S=0.001    S=0.001    S=0.001

JJF          0.7567     0.6414     0.5100     0.6698     0.7477     1.0000     0.7403     0.5836     0.5384     0.7243
            (   33)    (   33)    (   33)    (   33)    (   33)    (    0)    (   33)    (   33)    (   33)    (   33)
            S-0.001    S=0.001    S=0.001    S=0.001    S=0.001    S=0.001    S=0.001    S=0.001    S=0.001    S=0.001

JJG          0.6441     0.5501     0.5719     0.6093     0.5207     0.7403     1.0000     0.6591     0.5154     0.7216
            (   33)    (   33)    (   33)    (   33)    (   33)    (   33)    (    0)    (   33)    (   33)    (   33)
            S-0.001    S=0.001    S=0.001    S=0.001    S=0.001    S=0.001    S=0.001    S=0.001    S=0.001    S=0.001

JJH          0.6033     0.6377     0.3910     0.7707     0.5080     0.5836     0.6591     1.0000     0.4275     0.6855
            (   33)    (   33)    (   33)    (   33)    (   33)    (   33)    (   33)    (    0)    (   33)    (   33)
            S-0.001    S=0.001    S=0.012    S=0.001    S=0.001    S=0.001    S=0.001    S=0.001    S=0.007    S=0.001

JJI          0.5535     0.6330     0.1568     0.3509     0.5057     0.5384     0.5154     0.4275     1.0000     0.5966
            (   33)    (   33)    (   33)    (   33)    (   33)    (   33)    (   33)    (   33)    (    0)    (   33)
            S-0.001    S=0.001    S=0.192    S=0.023    S=0.001    S=0.001    S=0.001    S=0.007    S=0.001    S=0.001

JJJ          0.8539     0.5378     0.5394     0.7119     0.6835     0.7243     0.7216     0.6855     0.5966     1.0000
            (   33)    (   33)    (   33)    (   33)    (   33)    (   33)    (   33)    (   33)    (   33)    (    0)
            S-0.001    S=0.001    S=0.001    S=0.001    S=0.001    S=0.001    S=0.001    S=0.001    S=0.001    S=0.001


     (COEFFICIENT / (CASES) / SIGNIFICANCE)    (A VALUE OF 99.0000 IS PRINTED IF A COEFFICIENT CANNOT BE COMPUTED)
```

Table 6

xx = Significant, (.05), Discriminating
ss = Significant, Wrong Order
// = Significant, (.05), Not Discriminating
.. = Significant, (.10), Correct Order

TPM I PLANS INSTRUCTION

☐	/////	1.	Specifies or selects learners objectives
		2.	Specifies or selects teaching procedures
		3.	Specifies or selects content, materials, & media
		4.	Specifies or selects materials for assessing
		5.	Plans instruction at a variety of levels

TPM II ORGANIZES INSTRUCTION

☐		6.	Organizes instruction for different capabilities
		7.	Organizes instruction for different learning styles
		8.	Organizes instruction for different rates of learning

TPM III OBTAINS & USES INFORMATION ABOUT LEARNERS

☐		9.	Uses teacher-made materials
		10.	Communicates with individual learners

TPM IV REFERS LEARNERS TO SPECIALISTS

xx		11.	Obtains and uses cumulative records
	/////	12.	Identifies learners who require assistance
	xxxxx	13.	Obtains and uses information from co-workers

TPM V OBTAINS & USES INFORMATION ABOUT EFFECTIVENESS

//		14.	Obtains information on effectiveness
	xxxxx	15.	Revises instruction as needed

CP VI USES INSTRUCTIONAL TECHNIQUES, METHODS

☐	sssss	1.	Uses teaching methods appropriate for objectives
		2.	Uses instructional equipment
	sssss	3.	Uses instructional materials that provide practice

CP VII COMMUNICATES WITH LEARNERS

☐		4.	Gives directions and explanations
		5.	Clarifies directions and explanations
		6.	Uses responses & questions from learners
		7.	Provides feedback to learners
		8.	Uses acceptable written and oral expression

CP VIII DEMONSTRATES A TEACHING REPERTOIRE

☐	.....	9.	Implements learning activities
		10.	Demonstrates ability to conduct lessons
		11.	Demonstrates ability to work with individuals

CP IX REINFORCES AND ENCOURAGES LEARNERS

☐

☐ 12. Uses procedures which get learners involved
☐ 13. Provides for learner participation
☐ 14. Maintains learner involvement
///// 15. Reinforces and encourages learners

CP X DEMONSTRATES AN UNDERSTANDING OF SUBJECT

☐

☐ 16. Helps learners recognize purpose of topics
☐ 17. Demonstrates knowledge in the subject area

CP XI ORGANIZES TIME, SPACE, MATERIALS

☐

☐ 18. Attends to routine tasks
☐ 19. Uses instructional time effectively
☐ 20. Provides attractive learning environment

IX XII DEMONSTRATES ENTHUSIASM FOR TEACHING

☐

☐ 1. Communicates personal enthusiasm
SSSSS 2. Stimulates learner interest
SSSSS 3. Conveys impression of knowing what to do

IS XIII HELPS LEARNERS DEVELOP POSITIVE SELF-CONCEPTS

☐

☐ 4. Demonstrates warmth and friendliness
☐ 5. Demonstrates sensitivity to needs
☐ 6. Demonstrates patience, empathy and understanding

IS XIV MANAGES CLASSROOM INTERACTIONS

☐

☐ 7. Provides feedback to learners about behavior
☐ 8. Promotes comfortable interpersonal relationships
☐ 9. Maintains appropriate classroom behavior
☐ 10. Manages disruptive behavior among learners

PS XV MEETS PROFESSIONAL RESPONSIBILITIES

☐

☐ 1. Works cooperatively with colleagues
☐ 2. Follows policies and procedures
☐ 3. Demonstrates ethical behavior
///// 4. Performs extra-instructional duties

XVI ENGAGES IN PROFESSIONAL SELF DEVELOPMENT

☐

XXXXX 5. Participates in professional growth activities
☐ 6. Shares and seeks professional materials

Table 7

xx = Significant, (.05), Discriminating
// = Significant, (.05), Not Discriminating
ss = Significant, Wrong Order
.. = Significant, (.10), Correct Order

I.	xxxxx		COORDINATES AND MANAGES PROGRAM				
	/////	A.	Informs faculty of services (4)				
	xxxxx	B.	Develops schedule (5)				
	xxxxx	C.	Maintains records and student information (6)				
	sssss	D.	Implements procedures (7)				
II.	xxxxx		EMPLOYS CASE ADMINISTRATION PROCEDURES				
	.....	A.	Follows through on referrals (8)				
	/////	B.	Makes referrals for further evaluations (9)				
		C.	Uses entrance criteria (10)				
	sssss	D.	Uses exit criteria (11)				
III.	/////		EVALUATES STUDENTS FOR SPEECH-LANGUAGE IMPAIRMENTS				
	.....	A.	Obtains and uses information (12)				
		B.	Selects and organizes evaluation procedures (13)				
IV.	xxxxx		PLANS STUDENT SPEECH-LANGUAGE PROGRAM				
	xxxxx	A.	Utilizes available information for long range goals (14)				
	/////	B.	Develops short term objectives (15)				
	sssss	C.	Adjusts student objectives (16)				
V.	xxxxx		USES PROCEDURES AND MATERIALS FOR THERAPY				
	xxxxx	A.	Uses appropriate materials (17)				
	xxxxx	B.	Meets individual student needs (18)				
VI.	xxxxx		COMMUNICATES WITH OTHERS				
		A.	Uses standard English when speaking (19)				
	xxxxx	B.	Uses standard English when writing (20)				
	xxxxx	C.	Provides clear instructions and explanations (21)				
VII.	xxxxx		EVOKES DESIRED RESPONSES FROM STUDENTS				
		A.	Gains students' attention (22)				
	.....	B.	Provides stimuli or cues (23)				
	xxxxx	C.	Obtains responses for evaluation (24)				
VIII.	xxxxx		PROMOTES BEHAVIORAL CHANGE				
	xxxxx	A.	Provides motivating activities (25)				
	.....	B.	Records responses (26)				
		C.	Discriminates between correct/incorrect responses (27)				
IX.	xxxxx		PROVIDES A POSITIVE LEARNING ATMOSPHERE				
	xxxxx	A.	Maintains physical environment (28)				
		B.	Maintains on-task behavior (29)				
		C.	Maintains effective working relationships (30)				
	xxxxx	D.	Reinforces responses of students (31)				
X.			MEETS PROFESSIONAL OBLIGATIONS AND RESPONSIBILITIES				
		A.	Demonstrates independent work habits (32)				
		B.	Demonstrates professional conduct (33)				
		C.	Demonstrates ethical behavior (34)				
				a.	b.	c.	d.
XI.			ENGAGES IN SELF-IMPROVEMENT				
		A.	Determines professional needs (35)				
	/////	B.	Participates in professional growth (36)				
				a.	b.	c.	d.

Table 8

CORRELATION STUDY: MARCH, 1980

PURPOSE: To determine if SECT/SLP Items are measuring identical qualities of TPAI Items.

TASK: Compute cross tabulations and correlations of similarly worded items from SECT/SLP and TPAI Instruments.

COMPARISONS	LABEL	ITEM BY ITEM	PEARSON R
Test 1	MNTREC	IC------PS 2	-.01
2	FOLREF	IIA------TPM 12	.38
3	MKSREF	IIB------TPM 12	.78*
4	OBINFO	IIIA------TPM 9	.29
5	EVALUA	IIIB------TPM 9	-.03
6	DEVOBJ	IVB------TPM 1	.36
7	ADOBJ1	IVC------TPM 9	.00
8	ADOBJ2	IVC------TPM 11	-.02
9	APMAT1	VA------TPM 3	.04
10	APMAT2	VA------CP 3	-.14
11	MTNED1	VB------TPM 6	.05
12	MTNED2	VB------TPM 11	-.03
13	ENGSPK	VIA------CP 8	.11
14	ENGWRI	VIB------CP 8	.23
15	INSTR1	VIC------CP 4	.05
16	INSTR2	VIC------CP 5	.01
17	ATTENT	VIIA------CP 12	.38
18	STIMU1	VIIB------CP 4	-.09
19	STIMU2	VIIB------CP 14	.37
20	OBRESP	VIIC------CP 6	-.11
21	MOTIV1	VIIIA------TPM 6	.06
22	MOTIV2	VIIIA------TPM 7	-.06
23	MOTIV3	VIIIA------CP 12	-.04
24	RECORD	VIIIB------TPM 9	.27
25	DISCRI	VIIIC------CP 7	.07
26	ENVIRO	IXA------CP 20	.40
27	MTBEH1	IXB------IS 7	.45
28	MTBEH2	IXB------IS 9	.52*
29	MTBEH3	IXB------CP 14	.54*
30	MTBEH4	IXB------CP 15	.58*
31	RELAT1	IXC------IS 1	.16
32	RELAT2	IXC------IS 2	.36
33	RELAT3	IXC------IS 4	.37
34	RELAT4	IXC------IS 5	.35
35	RELAT5	IXC------IS 6	.36
36	RELAT6	IXC------IS 8	.35
37	RELAT7	IXC------CP 6	.24
38	REINF1	IXD------CP 7	.29
39	REINF2	IXD------CP 15	.31
40	REINF3	IXD------IS 5	.03
41	CONDUC1	XB------PS 1	-.00
42	CONDUC2	XB------PS 6	-.19
43	ETHIC1	XC------PS 2	.24
44	EHTIC2	XC------PS 3	.28
45	NEEDS1	XIA------PS 6	.16
46	NEEDS2	XIA------TPM 14	.21
47	GROWTH	XIB------PS 5	.38

Table 9

Original Indicators		Revised Competencies and Indicators
	I.	MANAGES PROGRAM
IA	A.	Informs faculty of program services. (5)
ID	B.	Implements screening and/or referral procedures to identify students needing speech-language evaluation. (6)
IB	C.	Develops work schedule(s) which will fit the needs of the student, school and faculty. (7)
	II.	MAINTAINS RECORDS
IC	A.	Records program and student information. (8)
VIB	B.	Uses standard English when writing (legibility, spelling, punctuation, morphology, syntax, organization). (9)
	III.	EMPLOYS CASE MANAGEMENT PROCEDURES
IIA	A.	Follows through on referrals made to the program. (10)
IIB	B.	Makes referrals for further evaluations. (11)
TPM 13	C.	Obtains and uses information from co-workers and parents to assist specific student problems. (12)
	IV.	PROCESSES EVALUATION INFORMATION
IIIA	A.	Obtains diagnostic information. (13)
IVA	B.	Develops long range goals for students. (14)
	V.	PLANS THERAPY
IVB	A.	Develops short term objectives for students. (15)
TPM 15	B.	Revises therapy as needed using evaluation results and observation data. (16)
	VI.	USES PROCEDURES AND MATERIALS FOR THERAPY
VA	A.	Uses materials compatible with student age and student interest. (17)
VB	B.	Uses therapy approaches which meet individual student needs. (18)
CP 9	C.	Implements therapy activities in a logical sequence. (19)
	VII.	EVOKES RESPONSES FROM STUDENTS
VIC	A.	Provides instructions and explanations which are understood by the student. (20)
VIIB	B.	Provides stimuli or cues during therapy. (21)
VIIC	C.	Obtains responses which allow for evaluation of student performance in therapy. (22)
	VIII.	PROMOTES BEHAVIORAL CHANGE
VIIIA	A.	Provides motivating activities. (23)
VIIIB	B.	Records responses during diagnostic and therapy activities. (24)
	IX.	PROVIDES A LEARNING ATMOSPHERE
IXA	A.	Maintains a physical environment conducive to learning. (25)
IXD	B.	Reinforces student responses. (26)
CP 15	C.	Reinforces and encourages the efforts of students to maintain involvement. (27)

Table 10

Therapist Number	Rank by Instrument	Mean Rank by Panel	Median Rank by Panel
101	11	10	12
102	22	27	26
103	14	8	8
104	33	30	31
105	12	12	10
106	3	4	6
107	15	19	19
108	29	25	27
109	26	28	28
110	2	1	1
111	17	7	7
112	18	33	33
113	24	26	25
114	5	11	14
115	32	32	32
116	16	21	20
117	31	22	24
118	8	9	9
119	30	29	30
120	1	5	4
121	13	3	3
122	7	6	5
123	20	13	11
124	23	14	16
125	25	20	15
126	28	31	29
127	21	24	23
128	4	2	2
129	19	16	17
130	10	18	21
131	27	23	22
132	6	15	13
133	9	17	18

Spearman R_1 for Instrument Rank vs. Mean Panel Rank = .81

Spearman R_2 for Instrument Rank vs. Median Panel Rank = .80

For Mean Panel Rank: $R_1^2 = .656$

66% of variance among SLPs accounted for by the Instrument.

Table 11

Revised Competencies and Indicators	Degrees of Freedom Between/Within		Mean Squares Within Groups	F Ratio	F Prob.
I. Manages Program	2	27	0.1550	8.630	0.0013
I A	2	27	0.4719	3.717	0.0375
I B	2	27	0.2313	10.267	0.0005
I C	2	27	0.1988	4.497	0.0206
II. Maintains Records	2	27	0.0964	6.560	0.0049
II A	2	27	0.2225	5.439	0.0104
II B	2	26	0.0610	4.141	0.0275
III. Employs Case Management Procedures	2	27	0.4009	4.292	0.0241
III A	2	27	0.3774	3.010	0.0660
III B	2	27	1.1963	3.392	0.0485
III C	2	26	0.1757	3.399	0.0488
IV. Processes Evaluation Information	2	27	0.3422	8.994	0.0010
IV A	2	26	0.5168	3.280	0.0537
IV B	2	27	0.8486	5.479	0.0101
V. Plans Therapy	2	27	0.3312	5.813	0.0080
V A	2	27	0.6034	4.100	0.0279
V B	2	26	0.2136	5.066	0.0139
VI. Uses Materials and Procedures	2	27	0.1075	11.273	0.0003
VI A	2	27	0.4441	3.727	0.0372
VI B	2	27	0.3036	7.152	0.0032
VI C	2	27	0.1274	2.674	0.0872
VII. Evokes Responses from Students	2	27	0.2595	6.744	0.0042
VII A	2	27	0.1872	6.069	0.0067
VII B	2	27	0.7084	2.711	0.0846
VII C	2	27	0.5602	4.350	0.0230
VIII. Promotes Behavioral Change	2	27	0.2993	10.513	0.0004
VIII A	2	27	0.7842	6.075	0.0066
VIII B	2	27	0.6903	3.305	0.0520
IX. Provides a Learning Atmosphere	2	27	0.1072	10.083	0.0005
IX A	2	27	0.3455	4.164	0.0265
IX B	2	27	0.1755	8.262	0.0016
IX C	2	27	0.1469	3.660	0.0392

CONCLUSIONS AND RECOMMENDATIONS

(i) Content Validity. i.e. are these competencies important for SLPs? Competencies were identified from the field, using a survey (Appendix A) of SLPs, administrators, supervisors and educators. All those surveyed agreed that these competencies were "essential" and "frequently used".

(ii) Construct Validity. i.e. does the test measure the attributes it is said to measure? This is demonstrated by the results of questions 2, 3, and 4. The SECT/SLP Instrument is significant, discriminating and different from existing measures (non-redundant).

(iii) Concurrent Validity. i.e. how do the measures of more valued performance (external criterion) relate to the instrument scores? This is demonstrated by the results of questions 1 and 5. The expert panel were found to be reliable and, therefore, represent a valued measure; and the instrument ratings produced results very similar to those of the expert panel.

Therefore, the SECT/SLP Assessment Instrument meets content, construct and concurrent validation standards. This instrument may be used to evaluate the performance of SLPs with the assurance that it would provide results equal to other evaluation standards using desirable and measurable attributes.

PROBLEMS:

(i) The Scheffé procedure showed that the instrument discriminated between the "Hire" and "Not Hire" categories and the "Hire" and "Alternate" categories, but not between the "Alternate" and "Not Hire" categories. This means the instrument is better used to evaluate proficiency rather than minimal competency. If the Scheffé procedure had been more successful in identifying three subgroups, the use of this instrument could also be recommended for minimal competency evaluation. However it is felt that this could be achieved by further research on a larger sample.

(ii) Generalizability. This is questionable due to the small sample size and voluntary sampling procedure. Further research with the revised instrument needs to be carried out using a larger sample selected from a variety of therapy settings, using a controlled sampling procedure. In order to insure reliable data, it is recommended that all evaluators using this instrument be trained.

SPECIAL EDUCATION COMPETENCIES FOR TEACHERS
SPEECH-LANGUAGE PATHOLOGISTS' PROJECT
PARTICIPANT EVALUATION

Directions: We would appreciate your responses to the following questions. Please circle the appropriate answers. Also, please feel free to comment on any aspect of the project in the spaces provided at the bottom.

1. Did your participation in this project influence your teaching this year?

   (a) POSITIVELY (b) NEGATIVELY (c) NO EFFECT

2. Was the 30 minute observation representative of your therapy this year?

   (a) YES (b) SOMEWHAT (c) NO

3. Were the pre-observation arrangements (scheduling, lesson plans, materials, etc.) handled to your satisfaction? YES NO

4. Were the SECT/SLP staff members professional, courteous and pleasant? YES NO

5. Did the inclusion of video recording in your observation effect what happened in your classroom?

   I. Your Behavior (a) POSITIVELY (b) NEGATIVELY (c) NO EFFECT

   II. Students' Behavior (a) POSITIVELY (b) NEGATIVELY (c) NO EFFECT

6. Would you recommend the use of video recording as part of the data collection process? YES NO

7. Do you think the ratings from the TPAI (Georgia Instrument) were a fairly accurate reflection of the observed situation? YES NO

8. Do you think the ratings from the SECT/SLP Assessment Instrument were a fairly accurate reflection of the observed situation? YES NO

9. Of the two instruments used in this assessment which do you think more accurately reflected the observed situation?

   (a) NO DIFFERENCE (b) TPAI (c) SECT/SLP

10. Would you recommend similar participation in this study to other therapists? YES NO

Please identify any other positive or negative aspects of this project or amplify from above:______________________________

____

____

____

So we can anticipate printing needs, will you be requesting a copy of our Final Report? YES NO

THANK YOU.

RETURN TOTALS

SPECIAL EDUCATION COMPETENCIES FOR TEACHERS
SPEECH-LANGUAGE PATHOLOGISTS' PROJECT
PARTICIPANT EVALUATION

Directions: We would appreciate your responses to the following questions. Please circle the appropriate answers. Also, please feel free to comment on any aspect of the project in the spaces provided at the bottom.

1. Did your participation in this project influence your teaching this year?

   (a) POSITIVELY ⑱ (b) NEGATIVELY (c) NO EFFECT ⑨ NA ①

2. Was the 30 minute observation representative of your therapy this year?

   (a) YES ⑩ (b) SOMEWHAT ⑬ (c) NO ③

3. Were the pre-observation arrangements (scheduling, lesson plans, materials, etc.) handled to your satisfaction? YES ㉔ NO ④

4. Were the SECT/SLP staff members professional, courteous and pleasant? YES ㉘ NO

5. Did the inclusion of video recording in your observation effect what happened in your classroom?

Little ① I. Your Behavior (a) POSITIVELY ⑦ (b) NEGATIVELY ⑧ (c) NO EFFECT ⑫

A=① Little ① II. Students' Behavior (a) POSITIVELY ④ (b) NEGATIVELY ⑨ (c) NO EFFECT ⑬

6. Would you recommend the use of video recording as part of the data collection process? YES ⑳ NO ⑧

7. Do you think the ratings from the TPAI (Georgia Instrument) were a fairly accurate reflection of the observed situation? YES ⑬ NO ⑫ SOME ③

8. Do you think the ratings from the SECT/SLP Assessment Instrument were a fairly accurate reflection of the observed situation? YES ㉘ NO

9. Of the two instruments used in this assessment which do you think more accurately reflected the observed situation?

   (a) NO DIFFERENCE ① (b) TPAI (c) SECT/SLP ㉗

10. Would you recommend similar participation in this study to other therapists? YES ㉗ NO ①

Please identify any other positive or negative aspects of this project or amplify from above: ____________________

____

____

____

So we can anticipate printing needs, will you be requesting a copy of our Final Report? YES ㉑ NO ⑦

COMMENTS FROM PARTICIPANTS

The video recording is the best way to re-produce a session for rating purposes. But the child who was videotaped was so inhibited that a true representation of an ordinary session was not given.

No negative effects!

Some of the items in the TPAI did not apply to me as a speech therapist.

The SECT/SLP is much more applicable to the SLP for assessment purposes. I would be more selective of observation time periods to assure optimum interaction of therapist and student. My observations were before and after Thanksgiving holidays. Regression was noted in my student - lesson plans had to be altered - Although my lesson plans were complete, they were not a true picture of what I did during the observation period. Assessors need to keep this in mind.

It depends on the people doing the rating. The person who used the TPAI as Master Teacher was very good, but in general, the SECT/SLP would be more fair.
Comment on #2: 30 minutes was not enough time to show you all you had asked for. I presented many activities in an attempt to meet your criteria. I felt that I was rushing the session. Perhaps you should not expect so much from one session.

Very pleasant SECT workers, observers, questions, etc., asked in a positive manner. Should be used only on a voluntary basis.

A series of observations would be more appropriate - One announced and perhaps one unannounced.

My behavior was affected because I felt uneasy due to the videotaping.

Obviously, certain items on the Georgia instrument were not applicable to a therapy situation while the SECT/SLP would seemingly be a more accurate evaluative tool.

The SECT/SLP staff members were very nice to me. They helped me feel more at ease during the videotaping. This helped me to act more natural and calm during the session. They were great!

COMMENTS FROM PARTICIPANTS (continued)

It made me more aware of what I was doing, which was good. The videotaping was nerve-racking for me and the students. I would not want to write lesson plans like those for more than one group!!!

I wish that the ratings I received on the SECT/SLP had been broken down to the (a), (b), (c) level so that I could have had more feedback on how I did on each aspect of each item. Is it possible to send me this info? See name and address above.

Scheduling arrangements and lesson plans were extremely time-consuming. Something should be done to reduce the amount of time the therapist spends on this project so that her other duties are not neglected. The SECT/SLP instrument is definitely superior to the TPAI for use with speech pathologists.

I didn't feel that the topic of planning for individual needs was rated appropriately as we could not include the IEP (although it was written and a complete folder on each child kept) in the portfolio due to confidentiality.

I thought it was much too early in the year to videotape beginning therapist! Also when one of the observers did not respond it lowered the score and did not accurately reflect.

Explain to therapist how detailed the lesson plans of the portfolio should be.

I feel videotaping is fine for personal observation, but a little stiff for certification. I think TPAI made too many detailed judgements on points that couldn't have possibly been observed in an ½ hour.

Very positive attitudes, feelings toward SECT personnel - helped with uneasiness of children. Personally I felt that it perhaps was a burden to the principal and trained TPAI assessor to participate, but that the advantages over their being able to observe a speech-language session far outweighed any inconvenience.

Very distracted by camera and nervous.

APPENDIX A

Survey

Project **sect**

Special Education Competencies for Teachers Project / 2268 Adams Drive, N. W. / Atlanta, Georgia 30318 / (404) 352-2697

Josef F. Stulac II, Director

January 31, 1979

Dear Colleague:

We are asking your assistance in obtaining information about the competencies of speech and language pathologists (SLPs). The State Department of Education is planning to base the certification of SLPs on a competency-based performance assessment and your input is necessary in setting the standards for the profession.

The state-wide SLP committee, comprised of the members listed below, has developed a list of competencies which we are asking you to rate in this survey. These skills and behaviors were obtained from other existing instruments used to evaluate the performance of SLPs. All of the competencies are not necessarily considered essential to the performance of SLPs in Georgia. These essential competencies will be field-tested for validation and eventually used for the certification of SLPs.

We realize that you are busy and that this questionnaire is lengthy, but we hope that you can devote approximately one hour of your time to provide this important information. We are depending on your experience and knowledge to successfully implement competency-based assessment of SLPs in Georgia. The certification of your future colleagues and the overall quality of the profession will be influenced by your input.

All responses to this questionnaire will be confidential. We are asking for your name only so that we can determine who has not responded; your name will not be associated with your responses. As soon as you have completed the survey, please refold the packet with our address showing and mail it back promptly. If you have any questions about this survey, feel free to call me at (404) 352-2697. Thank you for your assistance in this project.

Sincerely,

Josef F. Stulac II

STATE SLP COMMITTEE:

1. Ms. Pendy Bailey
   DeKalb County Schools
2. Ms. Margi Berbari
   Speech & Hearing Assoc.
3. Ms. Parthenia H. Franks
   Ga. State University
4. Dr. Joan Berryman
   University of Georgia
5. Dr. Ray Neal
   University of Georgia
6. Mr. Larry Weiner
   Metro-CESA
7. Ms. Juliana Williams
   Bibb County Schools
8. Ms. Shirley Jaegger
   Muscogee Co. Schools
9. Ms. Vicky Edwards
   Cobb County Schools
10. Mr. Charles Johnson
    Cherokee Co. Schools
11. Mr. A. W. Carter, Jr.
    Ware County Schools
12. Ms. Virginia Nixon
    State Dept. of Education

A Title IV-C Developmental Project Funded by the State Department of Education

INSTRUCTIONS

Each competency is to be evaluated on three dimensions: importance, frequency of use, and performance of Georgia SLPs. For each competency, circle the response which most accurately describes your opinion on each of the following questions.

IMPORTANCE: How important is this competency to the performance of an SLP?

3 essential for minimally competent performance
2 important but not absolutely necessary
1 not important

Choose "3" only for competencies which are absolutely essential for minimally competent performance.

USE: How often is this competency used?

3 frequently
2 sometimes
1 seldom

Be sure to consider frequency of use rather than importance when responding to this question since it is not unusual for some essential competencies to be used infrequently.

PERFORMANCE: How would you rate the performance of Georgia SLPs, in general, on this competency?

3 very good
2 acceptable
1 inadequate

Rate each competency, regardless of whether you consider it important. Leave an item blank if you do not know how to respond or if the scale does not apply.

DATA COLLECTION: Who should collect data to evaluate an SLP?

A. Peer teacher in SLP
B. Peer teacher in special education
C. Peer teacher in any field
D. Principal
E. Special education director
F. Special education coordinator or supervisor
G. Lead therapist
H. State Department of Education staff member
I. Trained data collector from your school system
J. Trained data collector from State Department of Education
K. Trained data collector from independent agency
L. University personnel
M. Parents
N. Students
O. Other (specify)

At the end of each category of competencies there is a question about who should collect data or evaluate an SLP. Use the above list to respond to these questions.

REMOVE THIS PAGE AND REFER TO IT WHEN RESPONDING

DIAGNOSIS COMPETENCIES

1. Implements screening and referral strategies to identify students with speech/language disorders.
IMPORTANCE: 3 2 1 USE: 3 2 1 PERFORMANCE: 3 2 1

2. Selects students according to case/client needs.
IMPORTANCE: 3 2 1 USE: 3 2 1 PERFORMANCE: 3 2 1

3. Sequences evaluation/diagnostic procedure according to case/client needs.
IMPORTANCE: 3 2 1 USE: 3 2 1 PERFORMANCE: 3 2 1

4. Prepares and organizes material prior to test administration.
IMPORTANCE: 3 2 1 USE: 3 2 1 PERFORMANCE: 3 2 1

5. Insures hearing/vision screening before evaluation.
IMPORTANCE: 3 2 1 USE: 3 2 1 PERFORMANCE: 3 2 1

6. Administers hearing screening tests.
IMPORTANCE: 3 2 1 USE: 3 2 1 PERFORMANCE: 3 2 1

7. Gets student's attention before presenting an evaluation stimulus.
IMPORTANCE: 3 2 1 USE: 3 2 1 PERFORMANCE: 3 2 1

8. Performs oral peripheral examinations.
IMPORTANCE: 3 2 1 USE: 3 2 1 PERFORMANCE: 3 2 1

9. Uses informal assessment procedures.
IMPORTANCE: 3 2 1 USE: 3 2 1 PERFORMANCE: 3 2 1

10. Administers a core of standardized speech/language tests.
IMPORTANCE: 3 2 1 USE: 3 2 1 PERFORMANCE: 3 2 1

11. Follows standardized instruction for test administration and scoring.
IMPORTANCE: 3 2 1 USE: 3 2 1 PERFORMANCE: 3 2 1

12. Transcribes articulation variances into phonetic symbols.
IMPORTANCE: 3 2 1 USE: 3 2 1 PERFORMANCE: 3 2 1

13. Interprets test scores.
IMPORTANCE: 3 2 1 USE: 3 2 1 PERFORMANCE: 3 2 1

14. Obtains diagnostic information from outside source(s).
IMPORTANCE: 3 2 1 USE: 3 2 1 PERFORMANCE: 3 2 1

15. Interprets the evaluation reports from other professionals.
IMPORTANCE: 3 2 1 USE: 3 2 1 PERFORMANCE: 3 2 1

16. Interprets audiological data.
IMPORTANCE: 3 2 1 USE: 3 2 1 PERFORMANCE: 3 2 1

DATA COLLECTION: Who should provide information or collect data for the evaluation of SLP competencies listed above in the area of diagnosis? Choose at least one and as many as five sources from the list on page two. Place the letters corresponding to your choices in order of preference in the spaces below (place your first choice in the first space).

1. ______ 2. ______ 3. ______ 4. ______ 5. ______

PRESCRIPTION COMPETENCIES

17. Makes referrals for further evaluation on basis of case needs.
IMPORTANCE: 3 2 1 USE: 3 2 1 PERFORMANCE: 3 2 1

18. Assigns severity ratings to students identified as speech/language handicapped.
IMPORTANCE: 3 2 1 USE: 3 2 1 PERFORMANCE: 3 2 1

19. Selects students for therapy on a priority basis.
IMPORTANCE: 3 2 1 USE: 3 2 1 PERFORMANCE: 3 2 1

20. Utilizes information obtained through evaluation procedures to develop long term goals based on student needs.
IMPORTANCE: 3 2 1 USE: 3 2 1 PERFORMANCE: 3 2 1

21. Develops a sequence of short term objectives to meet the long term goals.
IMPORTANCE: 3 2 1 USE: 3 2 1 PERFORMANCE: 3 2 1

22. States goals and objectives in behavioral terms.
IMPORTANCE: 3 2 1 USE: 3 2 1 PERFORMANCE: 3 2 1

23. Selects therapeutic methods based on identified needs.
IMPORTANCE: 3 2 1 USE: 3 2 1 PERFORMANCE: 3 2 1

24. Uses criteria for assigning students to therapy groups.
IMPORTANCE: 3 2 1 USE: 3 2 1 PERFORMANCE: 3 2 1

DATA COLLECTION: Who should provide information or collect data for the evaluation of SLP competencies listed above in the area of prescription? Choose at least one and as many as five sources from the list on page two. Place the letters corresponding to your choices in order of preference in the spaces below.

1. ______ 2. ______ 3. ______ 4. ______ 5. ______

PRESENTATION COMPETENCIES

25. Demonstrates ability to communicate the purpose of the program and objectives to the student.
IMPORTANCE: 3 2 1 USE: 3 2 1 PERFORMANCE: 3 2 1

26. Presents clear instructions to students.
IMPORTANCE: 3 2 1 USE: 3 2 1 PERFORMANCE: 3 2 1

27. Varies mode of presentation according to instructional goals and therapy setting.
IMPORTANCE: 3 2 1 USE: 3 2 1 PERFORMANCE: 3 2 1

28. Demonstrates moment to moment adaptations of the therapy session.
IMPORTANCE: 3 2 1 USE: 3 2 1 PERFORMANCE: 3 2 1

29. Can utilize alternative approaches to achieve therapy goals.
IMPORTANCE: 3 2 1 USE: 3 2 1 PERFORMANCE: 3 2 1

30. Uses multisensory therapeutic approach when needed.
IMPORTANCE: 3 2 1 USE: 3 2 1 PERFORMANCE: 3 2 1

31. Provides stimuli or cues to evoke a desired response.
IMPORTANCE: 3 2 1 USE: 3 2 1 PERFORMANCE: 3 2 1

32. Models stimulus for students.
IMPORTANCE: 3 2 1 USE: 3 2 1 PERFORMANCE: 3 2 1

33. Demonstrates the ability to work with all age levels represented in caseload.
IMPORTANCE: 3 2 1 USE: 3 2 1 PERFORMANCE: 3 2 1

34. Adjusts the language level of verbal explanations to the language level of the student.
IMPORTANCE: 3 2 1 USE: 3 2 1 PERFORMANCE: 3 2 1

35. Motivates students to work.
IMPORTANCE: 3 2 1 USE: 3 2 1 PERFORMANCE: 3 2 1

36. Provides positive learning atmosphere.
IMPORTANCE: 3 2 1 USE: 3 2 1 PERFORMANCE: 3 2 1

37. Develops effective working relationship with students.
IMPORTANCE: 3 2 1 USE: 3 2 1 PERFORMANCE: 3 2 1

38. Maintains positive group peer interaction.
IMPORTANCE: 3 2 1 USE: 3 2 1 PERFORMANCE: 3 2 1

39. Maintains social control.
IMPORTANCE: 3 2 1 USE: 3 2 1 PERFORMANCE: 3 2 1

40. Utilizes materials/equipment to meet student needs.
IMPORTANCE: 3 2 1 USE: 3 2 1 PERFORMANCE: 3 2 1

41. Incorporates classroom materials and activities into therapy.
IMPORTANCE: 3 2 1 USE: 3 2 1 PERFORMANCE: 3 2 1

42. Provides opportunities for the student to use newly learned skills.
IMPORTANCE: 3 2 1 USE: 3 2 1 PERFORMANCE: 3 2 1

43. Maintains physical environment conducive to the student's best efforts.
IMPORTANCE: 3 2 1 USE: 3 2 1 PERFORMANCE: 3 2 1

44. Uses therapy time effectively to accomplish objectives or goals.
IMPORTANCE: 3 2 1 USE: 3 2 1 PERFORMANCE: 3 2 1

DATA COLLECTION: Who should provide information or collect data for the evaluation of SLP competencies listed above in the area of presentation? Choose at least one and as many as five sources from the list on page two. Place the letters corresponding to your choices in order of preference in the spaces below.

1. ______ 2. ______ 3. ______ 4. ______ 5. ______

MONITORING COMPETENCIES

45. Insures punctuality and attendance of students.
IMPORTANCE: 3 2 1 USE: 3 2 1 PERFORMANCE: 3 2 1

46. Maintains on-task behavior of students.
IMPORTANCE: 3 2 1 USE: 3 2 1 PERFORMANCE: 3 2 1

47. Displays awareness of the behavior cues of students.
IMPORTANCE: 3 2 1 USE: 3 2 1 PERFORMANCE: 3 2 1

48. Demonstrates ability to discriminate correct/incorrect student responses.
IMPORTANCE: 3 2 1 USE: 3 2 1 PERFORMANCE: 3 2 1

49. Accurately records and analyzes student responses.
IMPORTANCE: 3 2 1 USE: 3 2 1 PERFORMANCE: 3 2 1

50. Maintains a record-keeping system of the individual performance.
IMPORTANCE: 3 2 1 USE: 3 2 1 PERFORMANCE: 3 2 1

51. Obtains sufficient responses to evaluate student's performance.
IMPORTANCE: 3 2 1 USE: 3 2 1 PERFORMANCE: 3 2 1

52. Maintains ongoing evaluation during the remediation process.
IMPORTANCE: 3 2 1 USE: 3 2 1 PERFORMANCE: 3 2 1

53. Evaluates student progress and revises the IEP as student needs indicate.
IMPORTANCE: 3 2 1 USE: 3 2 1 PERFORMANCE: 3 2 1

DATA COLLECTION: Who should provide information or collect data for the evaluation of SLP competencies listed above in the area of monitoring? Choose at least one and as many as five sources from the list on page two. Place the letters corresponding to your choices in order of preference in the spaces below.

1. ______ 2. ______ 3. ______ 4. ______ 5. ______

FEEDBACK COMPETENCIES

54. Uses a variety of effective reinforcements and rewards.
IMPORTANCE: 3 2 1 USE: 3 2 1 PERFORMANCE: 3 2 1

55. Shows positive reaction to student response.
IMPORTANCE: 3 2 1 USE: 3 2 1 PERFORMANCE: 3 2 1

56. Provides qualitative feedback to students.
IMPORTANCE: 3 2 1 USE: 3 2 1 PERFORMANCE: 3 2 1

57. Helps children cope with adverse reaction to speech and language problems from peers and others.
IMPORTANCE: 3 2 1 USE: 3 2 1 PERFORMANCE: 3 2 1

58. Counsels parents in regard to the communication problem of the student.
IMPORTANCE: 3 2 1 USE: 3 2 1 PERFORMANCE: 3 2 1

59. Counsels other teachers in regard to the communication problem of the student.
IMPORTANCE: 3 2 1 USE: 3 2 1 PERFORMANCE: 3 2 1

DATA COLLECTION: Who should provide information or collect data for the evaluation of SLP competencies listed above in the area of feedback? Choose at least one and as many as five sources from the list on page two. Place the letters corresponding to your choice in order of preference in the spaces below.

1. ______ 2. ______ 3. ______ 4. ______ 5. ______

PROGRAM ADMINISTRATION COMPETENCIES

60. Informs parents of program services.
IMPORTANCE: 3 2 1 USE: 3 2 1 PERFORMANCE: 3 2 1

61. Informs faculty of program services.
IMPORTANCE: 3 2 1 USE: 3 2 1 PERFORMANCE: 3 2 1

62. Informs administration of program services.
IMPORTANCE: 3 2 1 USE: 3 2 1 PERFORMANCE: 3 2 1

63. Informs community about speech and language problems.
IMPORTANCE: 3 2 1 USE: 3 2 1 PERFORMANCE: 3 2 1

64. Implements current local, state, and federal regulations and procedures.
IMPORTANCE: 3 2 1 USE: 3 2 1 PERFORMANCE: 3 2 1

65. Maintains a record-keeping system for school, county, and state records.
IMPORTANCE: 3 2 1 USE: 3 2 1 PERFORMANCE: 3 2 1

66. Completes required forms.
IMPORTANCE: 3 2 1 USE: 3 2 1 PERFORMANCE: 3 2 1

67. Operates within established timelines.
IMPORTANCE: 3 2 1 USE: 3 2 1 PERFORMANCE: 3 2 1

68. Plans delivery system of speech/language services.
IMPORTANCE: 3 2 1 USE: 3 2 1 PERFORMANCE: 3 2 1

69. Develops therapy schedule.
IMPORTANCE: 3 2 1 USE: 3 2 1 PERFORMANCE: 3 2 1

70. Follows through on incoming referrals.
IMPORTANCE: 3 2 1 USE: 3 2 1 PERFORMANCE: 3 2 1

71. Uses established criteria for termination of services.
IMPORTANCE: 3 2 1 USE: 3 2 1 PERFORMANCE: 3 2 1

72. Maintains confidentiality of student records.
IMPORTANCE: 3 2 1 USE: 3 2 1 PERFORMANCE: 3 2 1

73. Manages allotted program funds.
IMPORTANCE: 3 2 1 USE: 3 2 1 PERFORMANCE: 3 2 1

74. Assesses program needs for materials and equipment.
IMPORTANCE: 3 2 1 USE: 3 2 1 PERFORMANCE: 3 2 1

75. Attempts to provide adequate materials and equipment.
IMPORTANCE: 3 2 1 USE: 3 2 1 PERFORMANCE: 3 2 1

76. Supervises paraprofessional activities.
IMPORTANCE: 3 2 1 USE: 3 2 1 PERFORMANCE: 3 2 1

77. Trains paraprofessionals.
IMPORTANCE: 3 2 1 USE: 3 2 1 PERFORMANCE: 3 2 1

DATA COLLECTION: Who should provide information or collect data for the evaluation of SLP competencies listed above in the area of program administration? Choose at least one and as many as five sources from the list on page two. Place the letters corresponding to your choices in order of preference in the spaces below.

1. _____ 2. _____ 3. _____ 4. _____ 5. _____

PROFESSIONAL ETHICS COMPETENCIES

78. Maintains relationships with community professionals.
IMPORTANCE: 3 2 1 USE: 3 2 1 PERFORMANCE: 3 2 1

79. Participates cooperatively as a member of the school staff.
IMPORTANCE: 3 2 1 USE: 3 2 1 PERFORMANCE: 3 2 1

80. Keeps abreast of current information.
IMPORTANCE: 3 2 1 USE: 3 2 1 PERFORMANCE: 3 2 1

81. Uses standard English when writing.
IMPORTANCE: 3 2 1 USE: 3 2 1 PERFORMANCE: 3 2 1

82. Uses standard English when speaking.
IMPORTANCE: 3 2 1 USE: 3 2 1 PERFORMANCE: 3 2 1

83. Writes reports which are complete.
IMPORTANCE: 3 2 1 USE: 3 2 1 PERFORMANCE: 3 2 1

84. Seeks to improve job performance.
IMPORTANCE: 3 2 1 USE: 3 2 1 PERFORMANCE: 3 2 1

85. Accepts constructive criticism of professional performance.
IMPORTANCE: 3 2 1 USE: 3 2 1 PERFORMANCE: 3 2 1

86. Can work independently.
IMPORTANCE: 3 2 1 USE: 3 2 1 PERFORMANCE: 3 2 1

87. Completes required tasks.
IMPORTANCE: 3 2 1 USE: 3 2 1 PERFORMANCE: 3 2 1

88. Adheres to work time schedule.
IMPORTANCE: 3 2 1 USE: 3 2 1 PERFORMANCE: 3 2 1

89. Maintains professional appearance.
IMPORTANCE: 3 2 1 USE: 3 2 1 PERFORMANCE: 3 2 1

DATA COLLECTION: Who should provide information or collect data for the evaluation of SLP competencies listed above in the area of professional ethics? Choose at least one and as many as five sources from the list on page two. Place the letters corresponding to your choices in order of preference in the spaces below.

1. ______ 2. ______ 3. ______ 4. ______ 5. ______

KNOWLEDGE COMPETENCIES

SPEECH SCIENCE

KNOWLEDGE OF:

90. Central nervous system.
IMPORTANCE: 3 2 1 USE: 3 2 1 PERFORMANCE: 3 2 1

91. Principles of speech science.
IMPORTANCE: 3 2 1 USE: 3 2 1 PERFORMANCE: 3 2 1

92. Anatomy and physiology (respiration, phonation, resonance, and articulation).
IMPORTANCE: 3 2 1 USE: 3 2 1 PERFORMANCE: 3 2 1

93. Normal and abnormal communication mechanism.
IMPORTANCE: 3 2 1 USE: 3 2 1 PERFORMANCE: 3 2 1

SPEECH/LANGUAGE DISORDERS

KNOWLEDGE OF:

94. Therapeutic techniques.
IMPORTANCE: 3 2 1 USE: 3 2 1 PERFORMANCE: 3 2 1

95. The effects of physical and mental handicaps on communication.
IMPORTANCE: 3 2 1 USE: 3 2 1 PERFORMANCE: 3 2 1

96. Speech/language diagnostic techniques.
IMPORTANCE: 3 2 1 USE: 3 2 1 PERFORMANCE: 3 2 1

97. Audiological procedures.
IMPORTANCE: 3 2 1 USE: 3 2 1 PERFORMANCE: 3 2 1

98. Causative and maintaining factors of communication disorders.
IMPORTANCE: 3 2 1 USE: 3 2 1 PERFORMANCE: 3 2 1

99. Comprehensive evaluation process.
IMPORTANCE: 3 2 1 USE: 3 2 1 PERFORMANCE: 3 2 1

PROFESSIONAL

KNOWLEDGE OF:

100. Professional ethics.
IMPORTANCE: 3 2 1 USE: 3 2 1 PERFORMANCE: 3 2 1

101. Local, state, and federal regulations and procedures.
IMPORTANCE: 3 2 1 USE: 3 2 1 PERFORMANCE: 3 2 1

102. Minimum standards for therapeutic environment, materials, and equipment.
IMPORTANCE: 3 2 1 USE: 3 2 1 PERFORMANCE: 3 2 1

103. Alternative delivery systems for speech/language services (i.e., block, itinerant, resource, etc.).
IMPORTANCE: 3 2 1 USE: 3 2 1 PERFORMANCE: 3 2 1

104. Allied professionals.
IMPORTANCE: 3 2 1 USE: 3 2 1 PERFORMANCE: 3 2 1

105. Efficient use of paraprofessionals.
IMPORTANCE: 3 2 1 USE: 3 2 1 PERFORMANCE: 3 2 1

HUMAN DEVELOPMENT

KNOWLEDGE OF:

106. Learning theory.
IMPORTANCE: 3 2 1 USE: 3 2 1 PERFORMANCE: 3 2 1

107. Social and emotional development.
IMPORTANCE: 3 2 1 USE: 3 2 1 PERFORMANCE: 3 2 1

108. Intellectual development.
IMPORTANCE: 3 2 1 USE: 3 2 1 PERFORMANCE: 3 2 1

109. Development of motor and self-help skills.
IMPORTANCE: 3 2 1 USE: 3 2 1 PERFORMANCE: 3 2 1

110. Speech and language development.
IMPORTANCE: 3 2 1 USE: 3 2 1 PERFORMANCE: 3 2 1

111. Test construction and measurement theory.
IMPORTANCE: 3 2 1 USE: 3 2 1 PERFORMANCE: 3 2 1

112. Current educational thought.
IMPORTANCE: 3 2 1 USE: 3 2 1 PERFORMANCE: 3 2 1

PLEASE DO NOT FORGET THE LAST PAGE

DEMOGRAPHIC INFORMATION

Name: ____

Name of school or employing agency: ______________________________

Number of years of paid educational experience: ______________________

Position (check one of the following):

☐ SLP
☐ Special Education Director
☐ State Department Consultant
☐ Principal
☐ University Professor
☐ Other (specify) ______________________________

If you are an SLP, which of the following describes your activities (check one)?

☐ Pathologist/Therapist
☐ Supervisor/Administrator
☐ Combination of the above

Write in your type and level of educational certificate (e.g. S L P 5 ; if not credentialed write N O N E

☐☐☐☐

We have attempted to make the list of competencies in this survey comprehensive. However, if we have omitted an essential competency or if you have any comments, please include them below (or on the next page).

Thank you for your cooperation in this project.

APPENDIX B

SECT/SLP Assessment Instrument

SPECIAL EDUCATION COMPETENCIES FOR TEACHERS
SPEECH-LANGUAGE PATHOLOGISTS
ASSESSMENT INSTRUMENT

July, 1980

PROJECT SECT/SLP
2268 Adams Drive, NW
Atlanta, Georgia 30318
(404) 352-2697

A Title IV/C Developmental Project Funded by the Georgia Department of Education

STATE SPEECH-LANGUAGE PATHOLOGISTS COMMITTEE

Elizabeth P. Bailey
Department Chairman
Speech-Language Pathologist
DeKalb County Schools

Margi Berbari, Consultant
Georgia Speech & Hearing Association

Joan D. Berryman, Ed.D.
Assistant Professor
Speech Pathology/Audiology
University of Georgia

A. W. Carter, Past President
Georgia Association of Elementary Principals
Ware County Schools

Vicky Edwards, Consultant
Speech-Language Impaired
Cobb County Public Schools

Parthenia Hilliard-Franks
Clinic Coordinator
Speech Pathology Clinic
Georgia State University

Shirley Jaeger, Coordinator
Speech-Language and Hearing Impaired Program
Muscogee County Schools

Charles Johnson
Speech-Language Pathologist
Cherokee County Schools

W. R. Neal, Jr., Ed.D.
Associate Professor
Speech Pathology/Audiology
University of Georgia

Virginia Nixon, Consultant
Program for Exceptional Children
Speech-Language Impaired
Georgia Department of Education

Larry Weiner, Director
North Metro Children's Center

Julianna Williams, Consultant
Physical Handicaps
Program for Exceptional Children
Bibb County Schools

Thomas Wentland, Ph.,D., Director
Program in Communication Disorders
Columbus College

PROJECT SECT/SLP Staff

Josef F. Stulac II, Ph.D., Director

John Olive, VTR Specialist

Debbie Pezeshkmehr, Data Collector

TABLE OF CONTENTS

Page

INTRODUCTION 1

DIRECTIONS 2

PROCEDURES 4

PORTFOLIO INFORMATION 5

INTERVIEW QUESTIONS 6

OBSERVATION INSTRUMENT 11

I. MANAGES PROGRAM 12

II. MAINTAINS RECORDS 15

III. EMPLOYS CASE MANAGEMENT PROCEDURES 17

IV. PROCESSES EVALUATION INFORMATION 20

V. PLANS THERAPY 22

VI. USES PROCEDURES AND MATERIALS FOR THERAPY. 24

VII. EVOKES RESPONSES FROM STUDENTS 27

VIII. PROMOTES BEHAVIORAL CHANGE 30

IX. PROVIDES A LEARNING ATMOSPHERE 32

RECORDING FORMS

PRINCIPAL/ADMINISTRATOR COPY 35

SPECIAL EDUCATION SUPERVISOR COPY 36

SLP DATA COLLECTOR COPY. 37

THERAPIST COPY OF RECORDING FORM 38

INTRODUCTION

The SECT Speech-Language Pathologist Assessment Instrument is the product of a two year study in Georgia funded under Title IV-C. The instrument has been pilot tested and validated for use as an indication of performance competency. It may be useful to the school district administration for staff development purposes and to the therapist for identification of strengths and weaknesses. Limitations of its use due to its small sampling and its early stage of development are important. Until large scale field testing and consequent validation for generalizability are performed, it would be inappropriate to use this instrument for employment or entrance (certification) criteria. This is not intended to be the summation but rather an additive to current evaluation procedures used in speech-language pathology.

The competencies and indicators in this instrument were derived through a statewide survey of all speech-language pathologists, directors of special education, teacher educators in speech-language pathology, and a 10% sampling of all public school principals. This content validation procedure accepted only competenices that were agreed upon 80% of the time or more as "essential" skills needed by therapists. The validated competencies and indicators were grouped into skill areas and descriptors were written through a delphi process using an expert panel of educators. The instrument was administered to a group of 33 therapists whose on-the-job performance was also recorded on videotape. A state committee of university educators, public school administrators, and therapists in speech-language pathology independently rated each videotape for overall demonstration of teaching competence. In order to establish concurrent validity, only the competencies and indicators which could significantly discriminate and classify SLPs as this expert panel had done, were included. The resulting items are presented here as the SECT/SLP Assessment Instrument.

THE SECT/SLP ASSESSMENT INSTRUMENT

DESCRIPTION OF THE INSTRUMENT

This booklet contains 9 performance competencies. Each competency contains several indicator items. Each indicator item can be rated from 1 to 5 by selecting the descriptor which best describes that aspect of the observed therapy session. By calculating the mean score of each group of indicator items within a competency, the competency rating is obtained. When an accurate descriptor cannot be selected, the observer should write in N/A (not applicable) and omit that item when computing the competency mean.

Three different data sources (observers) will be making the complete assessment: a principal or administrator, a special education supervisor (lead therapist, coordinator or other supervisory person), and a SLP data collector (with SLP certification). Not all of the 9 competencies can be assessed by all three observers. At the back of this booklet are three different recording forms, labeled as follows:

- Principal/Administrator

- Special Education Supervisor

- SLP Data Collector

These recording forms contain only those competencies to be rated by that particular data source. Please take a moment to look at your recording form and determine which competencies you will be assessing. The final page of this booklet is the SLP's copy of the recording form containing all 9 competencies. The number in parentheses after each indicator item is the page reference for this item in the booklet.

For each item the competency, indicator and descriptors are designated as follows:

I. **COMPETENCY (bold face)**

A. Indicator Item (underlined)

1. Descriptor (lower case)

With the exception of items III C, V B and IX C, indicator items are hierarchical in design, i.e., descriptors range from least desirable (1) to most desirable (5). The SLP cannot rate a 3, for instance, if he/she has not met the requirements for a 2 on that particular item. It is, therefore, necessary to read all the descriptors when rating an item, making certain that the observed performance satisfies each step on the scale before arriving at the highest rating the performance merits. The observer should also bear in mind the general competency area being rated when looking at each indicator item. This will help to establish a frame of reference for determining the best rating for that indicator.

The indicator items in Competencies III C, V B and IX C are designed differently. Each indicator contains four desirable performance descriptors. These are labeled a, b, c, d. A rating is determined by the number of these desirable descriptors observed; that is, if none are observed rate a 1, if only one is observed rate a 2, etc.

Evidence and/or clarification of some indicators will be obtained through interviewing the SLP. These indicators will be referenced on the interview questions.

PROCEDURES

The assessment will be based on the inspection of the portfolio, an interview with the data collector and the observation of therapy. Care should be taken by the SLP to select the individual(s) or group(s) to be observed which will allow demonstration of the widest variety of skills. The SLP should study this instrument thoroughly, paying particular attention to the specific skills to be evaluated and to those competency indicators for which portfolio materials are required.

The assessment procedure has seven steps:

A. Pre-Conference: The SLP meets with a member of the evaluation team to discuss process, purpose, and time schedule.

B. Observation Selection: The SLP selects one or two sessions (at least a total of 30 minutes) during which observations will be made.

C. Portfolio: The SLP must prepare the portfolio prior to the interview.

D. Interview: The evaluation team meets as a group with the SLP to ask the interview questions.

E. Observation: Each evaluator (Administrator, Special Education Supervisor, and SLP Data Collector) observes the SLP individually for at least 30 minutes.

F. Assessment: Ratings are made on the recording forms after each evaluator's observation and are compiled into a profile of mean ratings on the therapist recording form by a member of the team.

G. Post-Conference: The SLP meets with a member of the evaluation team to share the evaluation results, to identify strengths and weaknesses, and to promote staff development resources.

PORTFOLIO

The purpose of the portfolio is to give the data collectors information to assist them in accurately assessing the SLP's performance. The following are the types of information which will be needed.

A. Program Management

1. A brief paragraph description of the speech-language program (schools, numbers and types of students, additional responsibilities, etc.)
2. Information provided to faculty
3. Screening/referral process information
4. Copies of all schedules
5. Due Process Information (checklists, timelines, etc.)

B. Students To Be Observed

1. Diagnostic Results/Reports
2. Completed Test Protocols
3. I.E.P. or equivalent information
4. Lesson Plans for 3 to 5 consecutive therapy sessions for the same individual(s) or group(s)
5. Copies or descriptions of materials to be used (worksheets, word/sentence lists, pictures, audio cassettes, films, books, blackboard, mirror, etc.)
6. Student progress records (checklists, tallies, charts, graphs, etc.)

Each observer must have access to the portfolio prior to the interview and observation. The observers will specify the due dates.

The observers will be responsible for maintaining confidentiality of the records released to them. However, the SLP may also choose to delete or black out the last names of the students on records released to the observers.

SECT/SLP

Standard Interview Questions

I. A. How informed would you say your faculty is of SLP program services?

How do they receive their information?

(If not already answered) Ask: What is your role in providing this information?

I. B. Describe the procedures used to decide if a student needs indepth evaluation.

I. C. How do you develop your initial work and therapy schedule?

(If not already answered) Ask: What factors do you take into consideration?

Who gets a copy of this schedule?

I. C. (continued)

How do you use your non-therapy time?

II. A. (If not in portfolio) Ask: Do you maintain summary records and/or reports for your total program? For example, screening results, dismissal summaries. . .

II. B. No interview questions needed.

III. A. What procedure do you follow once a student is referred to you?

III. B. Have you referred any of your students to another specialist?

(If "no") Ask: Why not?

(If "yes") Ask: Can you give me an example?

How have you, or how will you, follow-up?

III. C. Have you met with teachers or parents about specific student problems?

(If "yes) Ask: Could you give examples of the persons you have talked with and the problems discussed?

How do you use this information?

Do you give parents advice on how they can help their children at home?

(If "yes") Ask: Could you give me an example?

IV. A. Would you name the tests you use and describe the information you get from these tests?

To what extent do you find your test results helpful?

IV. B. How did you develop your long-range goals?

V. A. No interview question needed

V. B. Do you ever make changes during therapy?

(If "yes") Ask: Could you give an example?

After completing a therapy session, have you ever found it necessary to revise plans before the next session?

(If "yes") Ask: What kinds of changes have you made?

As you move from one short term objective to another, do you find it necessary to change therapy procedures?

(If "yes") Ask: Could you give me an example?

On what do you base changes in long-range goals?

VI. A. No interview question needed.

B. No interview question needed.

C. No interview question needed.

VII. A. No interview question needed.

B. No interview question needed.

C. No interview question needed.

VIII. A. No interview question needed.

B. No interview question needed.

IX. A. Is this your regular room while you are working at this school?

Do you share it with other personnel?

B. No interview question needed.

C. No interview question needed.

OBSERVATIONAL
INSTRUMENT

I. MANAGES PROGRAM

A. The SLP informs faculty of program services.

1. Fails to inform faculty of available program services.

2. Inconsistently makes attempts to inform faculty.

3. Informs faculty of available services, but does not utilize a comprehensive plan.

4. Utilizes a comprehensive plan to inform faculty of available services.

*5. Implements a written comprehensive plan to inform faculty of available services. The SLP schedules informative follow-up sessions held during faculty meetings or in-service training sessions during the academic year.

*Evidence for this descriptor must be found in the portfolio.

I. MANAGES PROGRAM

B. The SLP implements screening and/or referral procedures to identify students needing speech-language evaluation.

1. Does not implement and utilize identification procedures.
2. Implements limited identification procedures which do not encompass all areas of speech-language impairment (articulation, voice, fluency, language).
3. Implements procedures for screening and/or referrals that encompass all major areas of speech-language impairment.
4. Implements identification procedures that encompass all major areas of speech-language impairment and are based on screening test and/or referral guidelines.

*5. In addition to # 4, a written plan for implementation is available.

*Evidence of this descriptor must be found in the portfolio.

I. MANAGES PROGRAM

C. The SLP develops a work schedule(s) which will fit the needs of the student, school and faculty.

1. Makes little or no effort to schedule for the provision of services.

2. Develops an unwritten schedule for the provision of services. This schedule does not necessarily fit the needs of the student, school and faculty.

*3. Develops a written schedule for the provision of services based primarily on student need. Some effort to involve school and faculty is noted.

*4. Develops a written schedule for the provision of services based primarily on student need. It is evident that a concerted effort has been made to fit the needs of the school and faculty.

*5. In addition to # 4, the SLP schedules time for planning, conferences with parents and teachers, IEP meetings, and student evaluations. A copy of the schedule is given to the appropriate administrator.

*Evidence for these descriptors must be found in the portfolio.

II. MAINTAINS RECORDS

A. The SLP records program and student information.

1. Does not maintain program or student records.

2. Employs record keeping procedures inconsistently. Program and student records are incomplete and/or not current.

*3. Develops and implements a system that maintains current records for reporting program and student management information. A set of procedures has been established. All required forms and procedures are complete.

*4. In addition to #3, maintains forms which are easily accessible for reference. Daily student progress information is available as evidenced by records, charts and/or graphs.

*5. In addition to #4, maintains and analyzes extensive program management records (e.g., average length of services for mild, moderate, and severe students, accuracy of teacher referrals, etc.)

*Evidence for these descriptors must be found in the portfolio.

II. MAINTAINS RECORDS

* B. The SLP uses standard English when writing (legibility, spelling, punctuation, morphology, syntax, organization).

1. Writing is characterized by numerous distracting and consistent variances which distort and/or make the content difficult to read and comprehend
2. Writing is characterized by some distracting variances which distort and/or make the content difficult to read and comprehend.
3. Writing is characterized by some distracting variances, but the content is easily read and comprehended.
4. Writing is characterized by infrequent variances, but content is easily read and comprehended.
5. Writing is characterized by an absence of variances and a noticeably well-organized, coordination of ideas (i.e., the purpose of the written message is readily understood and sentences and paragraphs incorporate different aspects of the stated purpose; transitions are provided and adjacent paragraphs are related).

*Evidence for this indicator may be found by referring to the portfolio.

III. EMPLOYS CASE MANAGEMENT PROCEDURES

A. The SLP follows through on referrals made to the program.

1. Makes no effort to follow through on referrals.
2. Makes some effort to follow through on referrals.
3. Utilizes an organized follow through procedure.
4. In addition to #3, informs the referring source of the disposition of the referral.

*5. In addition to #4, confers with the referring source and maintains a record of the results of the referral.

* Evidence for this descriptor must be found in the portfolio.

III. EMPLOYS CASE MANAGEMENT PROCEDURES

B. The SLP makes referrals for further evaluations.

1. Does not identify the need for further referrals.
2. Identifies students who require further evaluation but makes no effort to refer.
3. Identifies students who need further evaluation and makes the proper referrals.
4. In addition to # 3, follows the evaluation by contacting the referral agency/person and discussing the results.
5. In addition to # 4, makes an effort to insure that the referral has been completed.

III. EMPLOYS CASE MANAGEMENT PROCEDURES

C. The SLP obtains and uses information from co-workers and parents to assist with specific student problems.

Ratings

1. None of the descriptors is evident.
2. One of the descriptors is evident.
3. Two of the descriptors are evident.
4. Three of the descriptors are evident.
5. Four of the descriptors are evident.

Descriptors

a. Participates in meetings with co-workers to discuss specific student problems.

b. Uses information about specific student problems obtained during meetings with co-workers to assist the student in therapy.

c. Communicates with parents (through meetings or phone calls) about their child's progress or problems.

d. Informs parents of how the home can assist the school with specific student problems.

IV. PROCESSES EVALUATION INFORMATION

A. The SLP obtains diagnostic information.

1. Does not obtain information from test results.

* 2. Obtains inaccurate information from test results.

* 3. Obtains accurate information from test results although needs assistance with test interpretation.

* 4. Obtains accurate information from test results and rarely needs assistance with test interpretation.

* 5. Obtains accurate information from test results and compares/contrasts results of various tests to further analyze students' speech-language patterns.

* Evidence for these descriptors must be found in the portfolio.

IV. PROCESSES EVALUATION INFORMATION

B. The SLP develops long range goals for students.

1. Does not develop long range goals or long range goals are incomplete.
2. Does not explain bases upon which long range goals are developed for the individual student.
3. Explains bases upon which long range goals are developed but no documentation is available.

*4. Explains bases upon which long range goals are developed and some documentation is available for each goal.

*5. Explains bases upon which long range goals are developed and full documentation is available for each goal.

*Evidence for these descriptors must be found in the portfolio.

V. PLANS THERAPY

A. The SLP develops short term objectives for students.

1. Does not develop short term therapy objectives.

*2. Develops short term therapy objectives.

*3. Develops short term therapy objectives which are based on identified student needs.

*4. Develops short term therapy objectives which are related to long range goals and based on identified student needs.

*5. Develops short term therapy objectives directly related to each long range goal which are written in behavioral terms and based on identified student needs.

* Evidence for these descriptors must be found in the portfolio.

V. PLANS THERAPY

B. The SLP revises therapy as needed using evaluation results and observation data.

Ratings

1. None of the descriptors is evident.
2. One of the descriptors is evident.
3. Two of the descriptors are evident.
4. Three of the descriptors are evident.
5. Four of the descriptors are evident.

Descriptors

a. Changes in therapy are made during the course of a lesson based on an analysis of student performance or feedback from students.

b. Changes in therapy are made from day to day based on feedback from sources such as students, co-workers, or administrators, or analysis of student performance.

c. Changes in therapy have been made from one objective to the next based on feedback from sources such as students, co-workers, or administrators, or analysis of student performance.

d. Changes in long range goals from one year to the next are planned based on feedback from sources such as students, co-workers, or administrators, or analysis of student performance.

VI. USES PROCEDURES AND MATERIALS FOR THERAPY

A. The SLP uses materials compatible with student age and student interest.

1. Uses materials which are not compatible with student age and/or interests.
2. Uses materials which are compatible with student age and/or interests some of the time.
3. Uses materials which are compatible with student age and/or interests most of the time.
4. Uses materials which are compatible with student age and/or interests all of the time.
5. In addition to # 4, allows some student choice of materials.

VI. USES PROCEDURES AND MATERIALS FOR THERAPY

B. The SLP uses therapy approaches which meet individual student needs.

1. Does not use therapy approaches chosen on the basis of individual student needs (indicated by student responses, student progress, or SLP's stated rationale for selection of approaches).
2. Seldom uses therapy approaches chosen on the basis of individual student needs.
3. Usually uses therapy approaches chosen on the basis of individual student needs.
4. Always uses therapy approaches chosen on the basis of individual student needs.
5. In addition to #4, incorporates new and/or innovative therapy approaches.

VI. USES PROCEDURES AND MATERIALS FOR THERAPY

C. The SLP implements therapy activities in a logical sequence.

1. Uses therapy activities which are unrelated to one another or to the objectives.
2. Uses many ideas, skills or activities out of logical sequence.
3. Arranges therapy activities to present most ideas, skills, etc., in a logical sequence. There is only an occasional problem in sequencing.
4. Sequences all therapy activities in a logical order.
5. In addition to #4, makes provisions for students to acquire prerequisites before or during therapy activities.

VII. EVOKES RESPONSES FROM STUDENTS

A. The SLP provides instructions and explanations which are understood by the student.

1. Uses instructions and explanations that are consistently incompatible with the student's level of understanding.

2. Uses instructions and explanations that are incompatible with the student's level of understanding some of the time.

3. Uses instructions and explanations tha are compatible with the student's level of understanding most of the time.

4. Uses instructions and explanations that are compatible with the student's level of understanding and makes modifications when necessary so that the student usually understands.

5. Uses instructions and explanations that are highly compatible with the student s level of understanding and modifies in rare instances of misunderstanding.

VII. EVOKES RESPONSES FROM STUDENTS

B. The SLP provides stimuli or cues during therapy.

1. Provides stimuli or cues which are consistently unclear and uses modalities which do not facilitate student response.

2. Provides unclear stimuli or cues most of the time and/or uses modalities which frequently do not facilitate student response.

3. Provides stimuli or cues which are clear most of the time and uses modalities which usually facilitate student response.

4. Consistently provides stimuli or cues which are clear and uses modalities which consistently facilitate student response.

5. In addition to # 4, uses innovative techniques for stimulation.

VII. EVOKES RESPONSES FROM STUDENTS

C. The SLP obtains responses which allow for evaluation of student performance in therapy.

1. Obtains too few responses to judge adequacy of student performance at a given level of therapy.
2. Seldom obtains sufficient responses to judge adequacy of student performance at a given level of therapy.
3. Obtains enough responses most of the time to judge adequacy of student performance at a given level of therapy.
4. Consistently obtains enough responses to judge adequacy of student performance at a given level of therapy.
5. Obtains optimal number of responses to judge adequacy of student performance at a given level of therapy.

VIII. PROMOTES BEHAVIORAL CHANGE

A. The SLP provides motivating activities.

1. Provides activities with no consideration of individual student's therapy needs and interests.
2. Provides activities which recognize some of the student's therapy needs and interests.
3. Consistently provides activities which, although limited in variety, are differentiated according to student ability, interests and therapy needs.
4. Consistently provides a variety of activities which are differentiated according to student ability, interests and therapy needs.
5. In addition to #4, stimulates the student to work independently and to engage in therapy-related work outside of the therapy setting.

VIII. PROMOTES BEHAVIORAL CHANGE

B. The SLP records responses during diagnostic and therapy activities.

1. Does not record responses.
2. Records few responses.
3. Records most responses and/or the flow of the session is occasionally interrupted.
4. Records all responses and the flow of the session is not interrupted.
5. In addition to # 4, accelerates progress toward therapy goals.

IX. PROVIDES A LEARNING ATMOSPHERE

A. The SLP maintains a physical environment conducive to learning

1. Does not maintain a clean, organized work setting (materials, furniture and equipment are mispiaced; papers, books and litter are scattered on tables, desks and shelves).

2. Maintains a clean but disorganized work setting. No apparent effort has been made to have the therapy setting attractive or comfortable in regard to seating arrangements, heating and lighting.

3. Maintains a clean, comfortable, and organized work setting.

4. In addition to #3, provides bulletin boards and/or other displays which add to the attractiveness of the therapy setting.

5. In addition to #4, provides bulletin boards and/or other displays consisting of information about therapy-oriented topics and student progress and reward systems.

IX. PROVIDES A LEARNING ATMOSPHERE

B. The SLP reinforces student responses.

1. Gives no indication whether student responses are correct or incorrect.
2. Gives a few ambiguous indicators that student responses are correct or incorrect (e.g., saying O K., all right).
3. Usually indicates whether student responses are correct or incorrect; relies upon only one type of feedback (e.g., saying "that's right" for each correct response).
4. Consistently indicates the correctness of responses; uses more than one type of reinforcement or reward; offers a few explanations and suggestions.
5. Consistently uses a wide variety of reinforcements and rewards; indicates whether or not responses are correct; offers explanations and suggestions; relates student responses to achievement of objectives and long range goals.

IX. PROVIDES A LEARNING ATMOSPHERE

C. The SLP reinforces and encourages the efforts of students to maintain involvement.

Ratings

1. None of the descriptors is evident.
2. One of the descriptors is evident.
3. Two of the descriptors are evident.
4. Three of the descriptors are evident.
5. Fours of the descriptors are evident.

Descriptors

a. Uses activities which are appropriate for students.

b. Varies pace and nature of activity.

c. Responds positively to student participation.

d. Identifies and responds to off-task student behavior, or all students are on-task.

PRINCIPAL/ADMINISTRATOR RECORDING FORM

Observed SLP ______________________ Date __________ Observer ______________________

I. MANAGES PROGRAM

☐ A. Informs faculty of program services. (12)

☐ B. Implements screening and/or referral procedures to identify students needing speech-language evaluation. (13)

☐ C. Develops work schedule(s) which will fit the needs of the student, school and faculty. (14)

II. MAINTAINS RECORDS

☐ A. Records program and student information. (15)

☐ B. Uses standard English when writing (legibility, spelling, punctuation, morphology, syntax, organization). (16)

III. EMPLOYS CASE MANAGEMENT PROCEDURES

☐ A. Follows through on referrals made to the program. (17)

IX. PROVIDES A LEARNING ATMOSPHERE

☐ A. Maintains a physical environment conducive to learning. (32)

SPECIAL EDUCATION SUPERVISOR RECORDING FORM

Observed SLP ______________________ Date __________ Observer ______________________

I. MANAGES PROGRAM

☐ A. Informs faculty of program services. (12)

☐ B. Implements screening and/or referral procedures to identify students needing speech-language evaluation. (13)

☐ C. Develops work schedule(s) which will fit the needs of the student, school and faculty. (14)

II. MAINTAINS RECORDS

☐ A. Records program and student information. (15)

☐ B. Uses standard English when writing (legibility, spelling, punctuation, morphology, syntax, organization). (16)

III. EMPLOYS CASE MANAGEMENT PROCEDURES

☐ A. Follows through on referrals made to the program. (17)

☐ B. Makes referrals for further evaluations. (18)

☐ C. Obtains and uses information from co-workers and parents to assist with specific student problems. (19)

IV. PROCESSES EVALUATION INFORMATION

☐ B. Develops long range goals for students. (21)

SLP DATA COLLECTOR RECORDING FORM

Observed SLP ______________________ **Date** __________ **Observer** ______________________

I. MANAGES PROGRAM

☐ A. Informs faculty of program services. (12)
☐ B. Implements screening and/or referral procedures to identify students needing speech-language evaluation. (13)
☐ C. Develops work schedule(s) which will fit the needs of the student, school and faculty. (14)

II. MAINTAINS RECORDS

☐ A. Records program and student information. (15)
☐ B. Uses standard English when writing (legibility, spelling, punctuation, morphology, syntax, organization). (16)

III. EMPLOYS CASE MANAGEMENT PROCEDURES

☐ A. Follows through on referrals made to the program. (17)
☐ B. Makes referrals for further evaluations. (18)
☐ C. Obtains and uses information from co-workers and parents to assist with specific student problems. (19)

IV. PROCESSES EVALUATION INFORMATION

☐ A. Obtains diagnostic information. (20)
☐ B. Develops long range goals for students. (21)

V. PLANS THERAPY

☐ A. Develops short term objectives for students. (22)
☐ B. Revises therapy as needed using evaluation results and observation data. (23)

VI. USES PROCEDURES AND MATERIALS FOR THERAPY

☐ A. Uses materials compatible with student age and student interest. (24)
☐ B. Uses therapy approaches which meet individual student needs. (25)
☐ C. Implements therapy activities in a logical sequence. (26)

VII. EVOKES RESPONSES FROM STUDENTS

☐ A. Provides instructions and explanations which are understood by the student. (27)
☐ B. Provides stimuli or cues during therapy. (28)
☐ C. Obtains responses which allow for evaluation of student performance in therapy. (29)

VIII. PROMOTES BEHAVIORAL CHANGE

☐ A. Provides motivating activities. (30)
☐ B. Records responses during diagnostic and therapy activities. (31)

IX. PROVIDES A LEARNING ATMOSPHERE

☐ A. Maintains a physical environment conducive to learning. (32)
☐ B. Reinforces student responses. (33)
☐ C. Reinforces and encourages the efforts of students to maintain involvement. (34)

THERAPIST COPY

I. MANAGES PROGRAM

- ☐ A. Informs faculty of program services. (12)
- ☐ B. Implements screening and/or referral procedures to identify students needing speech-language evaluation. (13)
- ☐ C. Develops work schedule(s) which will fit the needs of the student, school and faculty. (14)

II. MAINTAINS RECORDS

- ☐ A. Records program and student information. (15)
- ☐ B. Uses standard English when writing (legibility, spelling, punctuation, morphology, syntax, organization). (16)

III. EMPLOYS CASE MANAGEMENT PROCEDURES

- ☐ A. Follows through on referrals made to the program. (17)
- ☐ B. Makes referrals for further evaluations. (18)
- ☐ C. Obtains and uses information from co-workers and parents to assist with specific student problems. (19)

IV. PROCESSES EVALUATION INFORMATION

- ☐ A. Obtains diagnostic information. (20)
- ☐ B. Develops long range goals for students. (21)

V. PLANS THERAPY

- ☐ A. Develops short term objectives for students. (22)
- ☐ B. Revises therapy as needed using evaluation results and observation data. (23)

VI. USES PROCEDURES AND MATERIALS FOR THERAPY

- ☐ A. Uses materials compatible with student age and student interest. (24)
- ☐ B. Uses therapy approaches which meet individual student needs. (25)
- ☐ C. Implements therapy activities in a logical sequence. (26)

VII. EVOKES RESPONSES FROM STUDENTS

- ☐ A. Provides instructions and explanations which are understood by the student. (27)
- ☐ B. Provides stimuli or cues during therapy. (28)
- ☐ C. Obtains responses which allow for evaluation of student performance in therapy. (29)

VIII. PROMOTES BEHAVIORAL CHANGE

- ☐ A. Provides motivating activities. (30)
- ☐ B. Records responses during diagnostic and therapy activities. (31)

IX. PROVIDES A LEARNING ATMOSPHERE

- ☐ A. Maintains a physical environment conducive to learning. (32)
- ☐ B. Reinforces student responses. (33)
- ☐ C. Reinforces and encourages the efforts of students to maintain involvement. (34)

APPENDIX C

TPAI Profiles

acher: #101

TPAI SUMMARY SHEET

	Indicator Mean	Competency Mean
TPM I PLANS INSTRUCTION		
1. Specifies or selects learner objectives	5.00	3.93
2. Specifies or selects teaching procedures	4.33	
3. Specifies or selects content, materials, & media	4.00	
4. Specifies or selects materials for assessing	3.00	
5. Plans instruction at a variety of levels	3.33	
TPM II ORGANIZES INSTRUCTION		
6. Organizes instruction for different capabilities	4.00	3.56
7. Organizes instruction for different learning styles	3.33	
8. Organizes instruction for different rates of learning	3.33	
TPM III OBTAINS & USES INFORMATION ABOUT LEARNERS		
9. Uses teacher-made evaluation materials	2.67	2.83
10. Communicates with individual learners	3.00	
TPM IV REFERS LEARNERS TO SPECIALISTS		
11. Obtains and uses cumulative records	4.33	4.67
12. Identifies learners who require assistance	4.67	
13. Obtains and uses information from co-workers	5.00	
TPM V OBTAINS & USES INFORMATION ABOUT EFFECTIVENESS		
14. Obtains information on effectiveness	3.67	4.17
15. Revises instruction as needed	4.67	
CP VI USES INSTRUCTIONAL TECHNIQUES, METHODS		
1. Uses teaching methods appropriate for objectives	5.00	4.44
2. Uses instructional equipment	3.67	
3. Uses instructional materials that provide practice	4.67	
CP VII COMMUNICATES WITH LEARNERS		
4. Gives directions and explanations	4.67	4.60
5. Clarifies directions and explanations	4.67	
6. Uses responses & questions from learners	5.00	
7. Provides feedback to learners	3.67	
8. Uses acceptable written and oral expression	5.00	

	Indicator Mean	Competency Mean
CP VIII DEMONSTRATES A TEACHING REPERTOIRE		
9. Implements learning activities	4.67	4.44
10. Demonstrates ability to conduct lessons	4.67	
11. Demonstrates ability to work with individuals	4.00	
CP IX REINFORCES AND ENCOURAGES LEARNER INVOLVEMENT		
12. Uses procedures which get learners involved	4.00	4.75
13. Provides for learner participation	5.00	
14. Maintains learner involvement	5.00	
15. Reinforces and encourages learners	5.00	
CP X DEMONSTRATES AN UNDERSTANDING OF SUBJECT		
16. Helps learners recognize purpose of topics	3.33	4.00
17. Demonstrates knowledge in the subject area	4.67	
CP XI ORGANIZES TIME, SPACE, MATERIALS		
18. Attends to routine tasks	4.00	4.56
19. Uses instructional time effectively	5.00	
20. Provides attractive learning environment	4.67	
IS XII DEMONSTRATES ENTHUSIASM FOR TEACHING		
1. Communicates personal enthusiasm	4.67	4.44
2. Stimulates learner interest	4.00	
3. Conveys impression of knowing what to do	4.67	
IS XIII HELPS LEARNERS DEVELOP POSITIVE SELF-CONCEPTS		
4. Demonstrates warmth and friendliness	5.00	4.78
5. Demonstrates sensitivity to needs	4.67	
6. Demonstrates patience, empathy and understanding	4.67	
IS XIV MANAGES CLASSROOM INTERACTIONS		
7. Provides feedback to learners about behavior	4.33	4.83
8. Promotes comfortable interpersonal relationships	5.00	
9. Maintains appropriate classroom behavior	5.00	
10. Manages disruptive behavior among learners	5.00	

Teacher: 102

TPAI SUMMARY SHEET

	Indicator Mean	Competency Mean
TPM I PLANS INSTRUCTION		
1. Specifies or selects learner objectives	4.33	
2. Specifies or selects teaching procedures	3.67	
3. Specifies or selects content, materials, & media	4.00	4.00
4. Specifies or selects materials for assessing	4.00	
5. Plans instruction at a variety of levels	4.00	
TPM II ORGANIZES INSTRUCTION		
6. Organizes instruction for different capabilities	3.67	
7. Organizes instruction for different learning styles	4.00	4.00
8. Organizes instruction for different rates of learning	4.33	
TPM III OBTAINS & USES INFORMATION ABOUT LEARNERS		
9. Uses teacher-made evaluation materials	4.33	4.50
10. Communicates with individual learners	4.67	
TPM IV REFERS LEARNERS TO SPECIALISTS		
11. Obtains and uses cumulative records	4.67	
12. Identifies learners who require assistance	4.33	4.56
13. Obtains and uses information from co-workers	4.67	
TPM V OBTAINS & USES INFORMATION ABOUT EFFECTIVENESS		
14. Obtains information on effectiveness	4.67	4.67
15. Revises instruction as needed	4.67	
CP VI USES INSTRUCTIONAL TECHNIQUES, METHODS		
1. Uses teaching methods appropriate for objectives	5.00	
2. Uses instructional equipment	4.00	4.56
3. Uses instructional materials that provide practice	4.67	
CP VII COMMUNICATES WITH LEARNERS		
4. Gives directions and explanations	4.33	
5. Clarifies directions and explanations	4.33	
6. Uses responses & questions from learners	4.67	4.56
7. Provides feedback to learners	4.33	
8. Uses acceptable written and oral expression	5.00	

	Indicator Mean	Competency Mean
CP VIII DEMONSTRATES A TEACHING REPERTOIRE		
9. Implements learning activities	4.33	4.00
10. Demonstrates ability to conduct lessons	4.00	
11. Demonstrates ability to work with individuals	3.67	
CP IX REINFORCES AND ENCOURAGES LEARNER INVOLVEMENT		
12. Uses procedures which get learners involved	4.33	4.50
13. Provides for learner participation	4.33	
14. Maintains learner involvement	4.67	
15. Reinforces and encourages learners	4.67	
CP X DEMONSTRATES AN UNDERSTANDING OF SUBJECT		
16. Helps learners recognize purpose of topics	3.67	3.83
17. Demonstrates knowledge in the subject area	4.00	
CP XI ORGANIZES TIME, SPACE, MATERIALS		
18. Attends to routine tasks	4.00	4.56
19. Uses instructional time effectively	4.67	
20. Provides attractive learning environment	5.00	
IS XII DEMONSTRATES ENTHUSIASM FOR TEACHING		
1. Communicates personal enthusiasm	5.00	4.67
2. Stimulates learner interest	4.67	
3. Conveys impression of knowing what to do	4.33	
IS XIII HELPS LEARNERS DEVELOP POSITIVE SELF-CONCEPTS		
4. Demonstrates warmth and friendliness	4.67	4.88
5. Demonstrates sensitivity to needs	5.00	
6. Demonstrates patience, empathy and understanding	5.00	
IS XIV MANAGES CLASSROOM INTERACTIONS		
7. Provides feedback to learners about behavior	4.67	4.67
8. Promotes comfortable interpersonal relationships	5.00	
9. Maintains appropriate classroom behavior	4.33	
10. Manages disruptive behavior among learners	4.67	

acher: 103

TPAI SUMMARY SHEET

	Indicator Mean	Competency Mean
TPM I PLANS INSTRUCTION		
1. Specifies or selects learner objectives	5.00	4.40
2. Specifies or selects teaching procedures	4.33	
3. Specifies or selects content, materials, & media	4.00	
4. Specifies or selects materials for assessing	4.00	
5. Plans instruction at a variety of levels	N/A	
TPM II ORGANIZES INSTRUCTION		
6. Organizes instruction for different capabilities	4.00	3.33
7. Organizes instruction for different learning styles	3.00	
8. Organizes instruction for different rates of learning	3.00	
TPM III OBTAINS & USES INFORMATION ABOUT LEARNERS		
9. Uses teacher-made evaluation materials	4.00	4.00
10. Communicates with individual learners	4.00	
TPM IV REFERS LEARNERS TO SPECIALISTS		
11. Obtains and uses cumulative records	5.00	4.71
12. Identifies learners who require assistance	4.50	
13. Obtains and uses information from co-workers	4.67	
TPM V OBTAINS & USES INFORMATION ABOUT EFFECTIVENESS		
14. Obtains information on effectiveness	4.00	4.25
15. Revises instruction as needed	4.50	
CP VI USES INSTRUCTIONAL TECHNIQUES, METHODS		
1. Uses teaching methods appropriate for objectives	4.67	4.50
2. Uses instructional equipment	4.00	
3. Uses instructional materials that provide practice	4.67	
CP VII COMMUNICATES WITH LEARNERS		
4. Gives directions and explanations	4.67	4.42
5. Clarifies directions and explanations	4.67	
6. Uses responses & questions from learners	4.00	
7. Provides feedback to learners	3.50	
8. Uses acceptable written and oral expression	5.00	

	Indicator Mean	Competency Mean
CP VIII DEMONSTRATES A TEACHING REPERTOIRE		
9. Implements learning activities	4.67	4.20
10. Demonstrates ability to conduct lessons	4.00	
11. Demonstrates ability to work with individuals	3.00	
CP IX REINFORCES AND ENCOURAGES LEARNER INVOLVEMENT		
12. Uses procedures which get learners involved	3.00	4.40
13. Provides for learner participation	4.00	
14. Maintains learner involvement	N/A	
15. Reinforces and encourages learners	5.00	
CP X DEMONSTRATES AN UNDERSTANDING OF SUBJECT		
16. Helps learners recognize purpose of topics	N/A	4.00
17. Demonstrates knowledge in the subject area	4.00	
CP XI ORGANIZES TIME, SPACE, MATERIALS		
18. Attends to routine tasks	4.50	4.86
19. Uses instructional time effectively	5.00	
20. Provides attractive learning environment	5.00	
IS XII DEMONSTRATES ENTHUSIASM FOR TEACHING		
1. Communicates personal enthusiasm	5.00	4.83
2. Stimulates learner interest	5.00	
3. Conveys impression of knowing what to do	4.00	
IS XIII HELPS LEARNERS DEVELOP POSITIVE SELF-CONCEPTS		
4. Demonstrates warmth and friendliness	4.67	4.89
5. Demonstrates sensitivity to needs	5.00	
6. Demonstrates patience, empathy and understanding	5.00	
IS XIV MANAGES CLASSROOM INTERACTIONS		
7. Provides feedback to learners about behavior	5.00	4.83
8. Promotes comfortable interpersonal relationships	N/A	
9. Maintains appropriate classroom behavior	4.00	
10. Manages disruptive behavior among learners	5.00	

acher: 104

TPAI SUMMARY SHEET

	Indicator Mean	Competency Mean
TPM I PLANS INSTRUCTION		
1. Specifies or selects learner objectives	4.00	4.07
2. Specifies or selects teaching procedures	4.00	
3. Specifies or selects content, materials, & media	4.00	
4. Specifies or selects materials for assessing	4.00	
5. Plans instruction at a variety of levels	4.33	
TPM II ORGANIZES INSTRUCTION		
6. Organizes instruction for different capabilities	4.00	4.00
7. Organizes instruction for different learning styles	4.33	
8. Organizes instruction for different rates of learning	3.67	
TPM III OBTAINS & USES INFORMATION ABOUT LEARNERS		
9. Uses teacher-made evaluation materials	3.67	3.67
10. Communicates with individual learners	3.67	
TPM IV REFERS LEARNERS TO SPECIALISTS		
11. Obtains and uses cumulative records	5.00	3.56
12. Identifies learners who require assistance	3.00	
13. Obtains and uses information from co-workers	2.67	
TPM V OBTAINS & USES INFORMATION ABOUT EFFECTIVENESS		
14. Obtains information on effectiveness	3.00	3.33
15. Revises instruction as needed	3.67	
CP VI USES INSTRUCTIONAL TECHNIQUES, METHODS		
1. Uses teaching methods appropriate for objectives	4.67	4.67
2. Uses instructional equipment	4.33	
3. Uses instructional materials that provide practice	5.00	
CP VII COMMUNICATES WITH LEARNERS		
4. Gives directions and explanations	4.67	4.73
5. Clarifies directions and explanations	4.67	
6. Uses responses & questions from learners	4.67	
7. Provides feedback to learners	4.67	
8. Uses acceptable written and oral expression	5.00	

	Indicator Mean	Competency Mean
CP VIII DEMONSTRATES A TEACHING REPERTOIRE		
9. Implements learning activities	4.33	
10. Demonstrates ability to conduct lessons	5.00	4.33
11. Demonstrates ability to work with individuals	3.00	
CP IX REINFORCES AND ENCOURAGES LEARNER INVOLVEMENT		
12. Uses procedures which get learners involved	4.67	
13. Provides for learner participation	5.00	4.82
14. Maintains learner involvement	5.00	
15. Reinforces and encourages learners	4.67	
CP X DEMONSTRATES AN UNDERSTANDING OF SUBJECT		
16. Helps learners recognize purpose of topics	4.00	4.17
17. Demonstrates knowledge in the subject area	4.33	
CP XI ORGANIZES TIME, SPACE, MATERIALS		
18. Attends to routine tasks	4.00	
19. Uses instructional time effectively	4.67	4.33
20. Provides attractive learning environment	N/A	
IS XII DEMONSTRATES ENTHUSIASM FOR TEACHING		
1. Communicates personal enthusiasm	5.00	
2. Stimulates learner interest	5.00	4.89
3. Conveys impression of knowing what to do	4.67	
IS XIII HELPS LEARNERS DEVELOP POSITIVE SELF-CONCEPTS		
4. Demonstrates warmth and friendliness	5.00	
5. Demonstrates sensitivity to needs	5.00	5.00
6. Demonstrates patience, empathy and understanding	5.00	
IS XIV MANAGES CLASSROOM INTERACTIONS		
7. Provides feedback to learners about behavior	5.00	
8. Promotes comfortable interpersonal relationships	4.50	4.91
9. Maintains appropriate classroom behavior	5.00	
10. Manages disruptive behavior among learners	5.00	

acher: 105

TPAI SUMMARY SHEET

	Indicator Mean	Competenc Mean
TPM I PLANS INSTRUCTION		
1. Specifies or selects learner objectives	4.67	
2. Specifies or selects teaching procedures	4.67	
3. Specifies or selects content, materials, & media	4.00	4.20
4. Specifies or selects materials for assessing	4.00	
5. Plans instruction at a variety of levels	3.67	
TPM II ORGANIZES INSTRUCTION		
6. Organizes instruction for different capabilities	4.67	
7. Organizes instruction for different learning styles	3.67	3.78
8. Organizes instruction for different rates of learning	3.00	
TPM III OBTAINS & USES INFORMATION ABOUT LEARNERS		
9. Uses teacher-made evaluation materials	5.00	4.50
10. Communicates with individual learners	4.00	
TPM IV REFERS LEARNERS TO SPECIALISTS		
11. Obtains and uses cumulative records	4.67	
12. Identifies learners who require assistance	4.67	4.78
13. Obtains and uses information from co-workers	5.00	
TPM V OBTAINS & USES INFORMATION ABOUT EFFECTIVENESS		
14. Obtains information on effectiveness	3.67	4.00
15. Revises instruction as needed	4.33	
CP VI USES INSTRUCTIONAL TECHNIQUES, METHODS		
1. Uses teaching methods appropriate for objectives	5.00	
2. Uses instructional equipment	4.33	4.56
3. Uses instructional materials that provide practice	4.33	
CP VII COMMUNICATES WITH LEARNERS		
4. Gives directions and explanations	4.67	
5. Clarifies directions and explanations	4.33	
6. Uses responses & questions from learners	4.33	4.47
7. Provides feedback to learners	4.00	
8. Uses acceptable written and oral expression	5.00	

		Indicator Mean	Competency Mean
CP VIII	DEMONSTRATES A TEACHING REPERTOIRE		4.57
9.	Implements learning activities	4.33	
10.	Demonstrates ability to conduct lessons	4.67	
11.	Demonstrates ability to work with individuals	5.00	
CP IX	REINFORCES AND ENCOURAGES LEARNER INVOLVEMENT		4.70
12.	Uses procedures which get learners involved	4.33	
13.	Provides for learner participation	4.67	
14.	Maintains learner involvement	5.00	
15.	Reinforces and encourages learners	5.00	
CP X	DEMONSTRATES AN UNDERSTANDING OF SUBJECT		4.00
16.	Helps learners recognize purpose of topics	3.33	
17.	Demonstrates knowledge in the subject area	4.67	
CP XI	ORGANIZES TIME, SPACE, MATERIALS		4.67
18.	Attends to routine tasks	4.33	
19.	Uses instructional time effectively	4.67	
20.	Provides attractive learning environment	5.00	
IS XII	DEMONSTRATES ENTHUSIASM FOR TEACHING		4.67
1.	Communicates personal enthusiasm	4.67	
2.	Stimulates learner interest	4.67	
3.	Conveys impression of knowing what to do	4.67	
IS XIII	HELPS LEARNERS DEVELOP POSITIVE SELF-CONCEPTS		4.88
4.	Demonstrates warmth and friendliness	4.67	
5.	Demonstrates sensitivity to needs	5.00	
6.	Demonstrates patience, empathy and understanding	5.00	
IS XIV	MANAGES CLASSROOM INTERACTIONS		4.82
7.	Provides feedback to learners about behavior	4.33	
8.	Promotes comfortable interpersonal relationships	5.00	
9.	Maintains appropriate classroom behavior	5.00	
10.	Manages disruptive behavior among learners	5.00	

Teacher: 106

TPAI SUMMARY SHEET

	Indicator Mean	Competency Mean
TPM I PLANS INSTRUCTION		
1. Specifies or selects learner objectives	4.00	4.13
2. Specifies or selects teaching procedures	4.67	
3. Specifies or selects content, materials, & media	4.33	
4. Specifies or selects materials for assessing	4.00	
5. Plans instruction at a variety of levels	3.67	
TPM II ORGANIZES INSTRUCTION		
6. Organizes instruction for different capabilities	4.00	3.89
7. Organizes instruction for different learning styles	4.00	
8. Organizes instruction for different rates of learning	3.67	
TPM III OBTAINS & USES INFORMATION ABOUT LEARNERS		
9. Uses teacher-made evaluation materials	4.00	4.00
10. Communicates with individual learners	4.00	
TPM IV REFERS LEARNERS TO SPECIALISTS		
11. Obtains and uses cumulative records	5.00	5.00
12. Identifies learners who require assistance	5.00	
13. Obtains and uses information from co-workers	5.00	
TPM V OBTAINS & USES INFORMATION ABOUT EFFECTIVENESS		
14. Obtains information on effectiveness	4.00	4.33
15. Revises instruction as needed	4.67	
CP VI USES INSTRUCTIONAL TECHNIQUES, METHODS		
1. Uses teaching methods appropriate for objectives	4.67	4.78
2. Uses instructional equipment	4.67	
3. Uses instructional materials that provide practice	5.00	
CP VII COMMUNICATES WITH LEARNERS		
4. Gives directions and explanations	5.00	4.73
5. Clarifies directions and explanations	5.00	
6. Uses responses & questions from learners	4.33	
7. Provides feedback to learners	4.33	
8. Uses acceptable written and oral expression	5.00	

	Indicator Mean	Competency Mean
CP VIII DEMONSTRATES A TEACHING REPERTOIRE		
9. Implements learning activities	4.00	4.43
10. Demonstrates ability to conduct lessons	4.67	
11. Demonstrates ability to work with individuals	5.00	
CP IX REINFORCES AND ENCOURAGES LEARNER INVOLVEMENT		
12. Uses procedures which get learners involved	4.00	4.73
13. Provides for learner participation	5.00	
14. Maintains learner involvement	5.00	
15. Reinforces and encourages learners	5.00	
CP X DEMONSTRATES AN UNDERSTANDING OF SUBJECT		
16. Helps learners recognize purpose of topics	2.67	3.83
17. Demonstrates knowledge in the subject area	5.00	
CP XI ORGANIZES TIME, SPACE, MATERIALS		
18. Attends to routine tasks	4.00	4.56
19. Uses instructional time effectively	5.00	
20. Provides attractive learning environment	4.67	
IS XII DEMONSTRATES ENTHUSIASM FOR TEACHING		
1. Communicates personal enthusiasm	5.00	4.67
2. Stimulates learner interest	4.67	
3. Conveys impression of knowing what to do	4.33	
IS XIII HELPS LEARNERS DEVELOP POSITIVE SELF-CONCEPTS		
4. Demonstrates warmth and friendliness	5.00	5.00
5. Demonstrates sensitivity to needs	5.00	
6. Demonstrates patience, empathy and understanding	5.00	
IS XIV MANAGES CLASSROOM INTERACTIONS		
7. Provides feedback to learners about behavior	5.00	4.91
8. Promotes comfortable interpersonal relationships	5.00	
9. Maintains appropriate classroom behavior	4.67	
10. Manages disruptive behavior among learners	5.00	

Teacher: 107

TPAI SUMMARY SHEET

	Indicator Mean	Competency Mean
TPM I PLANS INSTRUCTION		
1. Specifies or selects learner objectives	4.33	
2. Specifies or selects teaching procedures	4.00	
3. Specifies or selects content, materials, & media	3.67	3.60
4. Specifies or selects materials for assessing	3.67	
5. Plans instruction at a variety of levels	2.33	
TPM II ORGANIZES INSTRUCTION		
6. Organizes instruction for different capabilities	2.33	
7. Organizes instruction for different learning styles	3.33	2.89
8. Organizes instruction for different rates of learning	3.00	
TPM III OBTAINS & USES INFORMATION ABOUT LEARNERS		
9. Uses teacher-made evaluation materials	3.33	3.50
10. Communicates with individual learners	3.67	
TPM IV REFERS LEARNERS TO SPECIALISTS		
11. Obtains and uses cumulative records	5.00	
12. Identifies learners who require assistance	5.00	5.00
13. Obtains and uses information from co-workers	5.00	
TPM V OBTAINS & USES INFORMATION ABOUT EFFECTIVENESS		
14. Obtains information on effectiveness	3.67	4.3[illegible]
15. Revises instruction as needed	5.00	
CP VI USES INSTRUCTIONAL TECHNIQUES, METHODS		
1. Uses teaching methods appropriate for objectives	5.00	
2. Uses instructional equipment	2.67	4.7[illegible]
3. Uses instructional materials that provide practice	5.00	
CP VII COMMUNICATES WITH LEARNERS		
4. Gives directions and explanations	4.67	
5. Clarifies directions and explanations	4.33	
6. Uses responses & questions from learners	4.33	4.40
7. Provides feedback to learners	4.33	
8. Uses acceptable written and oral expression	4.33	

	Indicator Mean	Competency Mean
CP VIII DEMONSTRATES A TEACHING REPERTOIRE		4.14
9. Implements learning activities	4.33	
10. Demonstrates ability to conduct lessons	4.33	
11. Demonstrates ability to work with individuals	3.00	
CP IX REINFORCES AND ENCOURAGES LEARNER INVOLVEMENT		4.25
12. Uses procedures which get learners involved	2.50	
13. Provides for learner participation	5.00	
14. Maintains learner involvement	5.00	
15. Reinforces and encourages learners	4.67	
CP X DEMONSTRATES AN UNDERSTANDING OF SUBJECT		3.60
16. Helps learners recognize purpose of topics	5.00	
17. Demonstrates knowledge in the subject area	4.33	
CP XI ORGANIZES TIME, SPACE, MATERIALS		4.67
18. Attends to routine tasks	4.33	
19. Uses instructional time effectively	5.00	
20. Provides attractive learning environment	4.67	
IS XII DEMONSTRATES ENTHUSIASM FOR TEACHING		3.89
1. Communicates personal enthusiasm	4.00	
2. Stimulates learner interest	4.00	
3. Conveys impression of knowing what to do	3.67	
IS XIII HELPS LEARNERS DEVELOP POSITIVE SELF-CONCEPTS		4.89
4. Demonstrates warmth and friendliness	4.67	
5. Demonstrates sensitivity to needs	5.00	
6. Demonstrates patience, empathy and understanding	5.00	
IS XIV MANAGES CLASSROOM INTERACTIONS		4.80
7. Provides feedback to learners about behavior	5.00	
8. Promotes comfortable interpersonal relationships	5.00	
9. Maintains appropriate classroom behavior	4.33	
10. Manages disruptive behavior among learners	5.00	

Teacher: 108

TPAI SUMMARY SHEET

	Indicator Mean	Competency Mean
TPM I PLANS INSTRUCTION		3.86
1. Specifies or selects learner objectives	4.33	
2. Specifies or selects teaching procedures	4.00	
3. Specifies or selects content, materials, & media	4.33	
4. Specifies or selects materials for assessing	3.33	
5. Plans instruction at a variety of levels	3.00	
TPM II ORGANIZES INSTRUCTION		3.56
6. Organizes instruction for different capabilities	3.33	
7. Organizes instruction for different learning styles	4.00	
8. Organizes instruction for different rates of learning	3.33	
TPM III OBTAINS & USES INFORMATION ABOUT LEARNERS		3.17
9. Uses teacher-made evaluation materials	4.00	
10. Communicates with individual learners	2.33	
TPM IV REFERS LEARNERS TO SPECIALISTS		4.75
11. Obtains and uses cumulative records	5.00	
12. Identifies learners who require assistance	N/A	
13. Obtains and uses information from co-workers	4.50	
TPM V OBTAINS & USES INFORMATION ABOUT EFFECTIVENESS		2.83
14. Obtains information on effectiveness	2.33	
15. Revises instruction as needed	3.33	
CP VI USES INSTRUCTIONAL TECHNIQUES, METHODS		4.25
1. Uses teaching methods appropriate for objectives	4.67	
2. Uses instructional equipment	4.00	
3. Uses instructional materials that provide practice	4.00	
CP VII COMMUNICATES WITH LEARNERS		4.21
4. Gives directions and explanations	5.00	
5. Clarifies directions and explanations	4.00	
6. Uses responses & questions from learners	4.33	
7. Provides feedback to learners	3.33	
8. Uses acceptable written and oral expression	4.67	

	Indicator Mean	Competency Mean
CP VIII DEMONSTRATES A TEACHING REPERTOIRE		
9. Implements learning activities	4.00	3.86
10. Demonstrates ability to conduct lessons	4.00	
11. Demonstrates ability to work with individuals	3.50	
CP IX REINFORCES AND ENCOURAGES LEARNER INVOLVEMENT		
12. Uses procedures which get learners involved	2.67	3.60
13. Provides for learner participation	5.00	
14. Maintains learner involvement	4.00	
15. Reinforces and encourages learners	3.33	
CP X DEMONSTRATES AN UNDERSTANDING OF SUBJECT		
16. Helps learners recognize purpose of topics	2.00	3.00
17. Demonstrates knowledge in the subject area	3.33	
CP XI ORGANIZES TIME, SPACE, MATERIALS		
18. Attends to routine tasks	N/A	5.00
19. Uses instructional time effectively	5.00	
20. Provides attractive learning environment	5.00	
IS XII DEMONSTRATES ENTHUSIASM FOR TEACHING		
1. Communicates personal enthusiasm	3.33	3.00
2. Stimulates learner interest	2.67	
3. Conveys impression of knowing what to do	3.00	
IS XIII HELPS LEARNERS DEVELOP POSITIVE SELF-CONCEPTS		
4. Demonstrates warmth and friendliness	4.00	4.38
5. Demonstrates sensitivity to needs	4.33	
6. Demonstrates patience, empathy and understanding	3.33	
IS XIV MANAGES CLASSROOM INTERACTIONS		
7. Provides feedback to learners about behavior	4.00	4.25
8. Promotes comfortable interpersonal relationships	4.67	
9. Maintains appropriate classroom behavior	3.30	
10. Manages disruptive behavior among learners	5.00	

Teacher: 104

TPAI SUMMARY SHEET

	Indicator Mean	Competency Mean
TPM I PLANS INSTRUCTION		
1. Specifies or selects learner objectives	5.00	
2. Specifies or selects teaching procedures	4.50	
3. Specifies or selects content, materials, & media	4.00	4.00
4. Specifies or selects materials for assessing	4.00	
5. Plans instruction at a variety of levels	2.50	
TPM II ORGANIZES INSTRUCTION		
6. Organizes instruction for different capabilities	4.50	
7. Organizes instruction for different learning styles	4.50	4.40
8. Organizes instruction for different rates of learning	4.00	
TPM III OBTAINS & USES INFORMATION ABOUT LEARNERS		
9. Uses teacher-made evaluation materials	4.50	4.50
10. Communicates with individual learners	4.50	
TPM IV REFERS LEARNERS TO SPECIALISTS		
11. Obtains and uses cumulative records	5.00	
12. Identifies learners who require assistance	4.00	4.67
13. Obtains and uses information from co-workers	5.00	
TPM V OBTAINS & USES INFORMATION ABOUT EFFECTIVENESS		
14. Obtains information on effectiveness	4.50	4.00
15. Revises instruction as needed	3.00	
CP VI USES INSTRUCTIONAL TECHNIQUES, METHODS		
1. Uses teaching methods appropriate for objectives	4.00	
2. Uses instructional equipment	3.50	4.00
3. Uses instructional materials that provide practice	4.50	
CP VII COMMUNICATES WITH LEARNERS		
4. Gives directions and explanations	4.50	
5. Clarifies directions and explanations	5.00	
6. Uses responses & questions from learners	4.50	4.60
7. Provides feedback to learners	4.00	
8. Uses acceptable written and oral expression	5.00	

	Indicator Mean	Competency Mean
CP VIII DEMONSTRATES A TEACHING REPERTOIRE		
9. Implements learning activities	4.50	4.33
10. Demonstrates ability to conduct lessons	4.50	
11. Demonstrates ability to work with individuals	4.00	
CP IX REINFORCES AND ENCOURAGES LEARNER INVOLVEMENT		
12. Uses procedures which get learners involved	3.50	4.25
13. Provides for learner participation	5.00	
14. Maintains learner involvement	4.50	
15. Reinforces and encourages learners	4.00	
CP X DEMONSTRATES AN UNDERSTANDING OF SUBJECT		
16. Helps learners recognize purpose of topics	3.00	3.67
17. Demonstrates knowledge in the subject area	4.00	
CP XI ORGANIZES TIME, SPACE, MATERIALS		
18. Attends to routine tasks	4.00	4.67
19. Uses instructional time effectively	5.00	
20. Provides attractive learning environment	5.00	
IS XII DEMONSTRATES ENTHUSIASM FOR TEACHING		
1. Communicates personal enthusiasm	4.50	4.50
2. Stimulates learner interest	5.00	
3. Conveys impression of knowing what to do	4.00	
IS XIII HELPS LEARNERS DEVELOP POSITIVE SELF-CONCEPTS		
4. Demonstrates warmth and friendliness	4.50	4.80
5. Demonstrates sensitivity to needs	5.00	
6. Demonstrates patience, empathy and understanding	5.00	
IS XIV MANAGES CLASSROOM INTERACTIONS		
7. Provides feedback to learners about behavior	3.50	3.50
8. Promotes comfortable interpersonal relationships	4.00	
9. Maintains appropriate classroom behavior	3.50	
10. Manages disruptive behavior among learners	3.00	

cher: 110

TPAI SUMMARY SHEET

	Indicator Mean	Competency Mean
TPM I PLANS INSTRUCTION		
1. Specifies or selects learner objectives	5.00	4.07
2. Specifies or selects teaching procedures	4.00	
3. Specifies or selects content, materials, & media	3.67	
4. Specifies or selects materials for assessing	4.00	
5. Plans instruction at a variety of levels	3.67	
TPM II ORGANIZES INSTRUCTION		
6. Organizes instruction for different capabilities	4.00	3.67
7. Organizes instruction for different learning styles	3.67	
8. Organizes instruction for different rates of learning	3.33	
TPM III OBTAINS & USES INFORMATION ABOUT LEARNERS		
9. Uses teacher-made evaluation materials	4.00	3.83
10. Communicates with individual learners	3.67	
TPM IV REFERS LEARNERS TO SPECIALISTS		
11. Obtains and uses cumulative records	5.00	5.00
12. Identifies learners who require assistance	5.00	
13. Obtains and uses information from co-workers	5.00	
TPM V OBTAINS & USES INFORMATION ABOUT EFFECTIVENESS		
14. Obtains information on effectiveness	4.33	4.17
15. Revises instruction as needed	4.00	
CP VI USES INSTRUCTIONAL TECHNIQUES, METHODS		
1. Uses teaching methods appropriate for objectives	4.67	4.44
2. Uses instructional equipment	4.00	
3. Uses instructional materials that provide practice	4.67	
CP VII COMMUNICATES WITH LEARNERS		
4. Gives directions and explanations	4.33	4.73
5. Clarifies directions and explanations	4.33	
6. Uses responses & questions from learners	5.00	
7. Provides feedback to learners	5.00	
8. Uses acceptable written and oral expression	5.00	

	Indicator Mean	Competency Mean
CP VIII DEMONSTRATES A TEACHING REPERTOIRE		4.22
9. Implements learning activities	4.67	
10. Demonstrates ability to conduct lessons	5.00	
11. Demonstrates ability to work with individuals	5.00	
CP IX REINFORCES AND ENCOURAGES LEARNER INVOLVEMENT		4.83
12. Uses procedures which get learners involved	4.67	
13. Provides for learner participation	5.00	
14. Maintains learner involvement	5.00	
15. Reinforces and encourages learners	4.67	
CP X DEMONSTRATES AN UNDERSTANDING OF SUBJECT		4.50
16. Helps learners recognize purpose of topics	4.00	
17. Demonstrates knowledge in the subject area	5.00	
CP XI ORGANIZES TIME, SPACE, MATERIALS		4.56
18. Attends to routine tasks	4.00	
19. Uses instructional time effectively	4.67	
20. Provides attractive learning environment	5.00	
IS XII DEMONSTRATES ENTHUSIASM FOR TEACHING		4.67
1. Communicates personal enthusiasm	5.00	
2. Stimulates learner interest	4.67	
3. Conveys impression of knowing what to do	4.33	
IS XIII HELPS LEARNERS DEVELOP POSITIVE SELF-CONCEPTS		5.00
4. Demonstrates warmth and friendliness	5.00	
5. Demonstrates sensitivity to needs	5.00	
6. Demonstrates patience, empathy and understanding	5.00	
IS XIV MANAGES CLASSROOM INTERACTIONS		4.83
7. Provides feedback to learners about behavior	4.67	
8. Promotes comfortable interpersonal relationships	5.00	
9. Maintains appropriate classroom behavior	4.67	
10. Manages disruptive behavior among learners	5.00	

Teacher: 111

TPAI SUMMARY SHEET

	Indicator Mean	Competency Mean
TPM I PLANS INSTRUCTION		
1. Specifies or selects learner objectives	4.67	
2. Specifies or selects teaching procedures	4.33	
3. Specifies or selects content, materials, & media	4.00	4.29
4. Specifies or selects materials for assessing	4.33	
5. Plans instruction at a variety of levels	4.00	
TPM II ORGANIZES INSTRUCTION		
6. Organizes instruction for different capabilities	4.33	
7. Organizes instruction for different learning styles	4.67	4.38
8. Organizes instruction for different rates of learning	4.00	
TPM III OBTAINS & USES INFORMATION ABOUT LEARNERS		
9. Uses teacher-made evaluation materials	4.33	4.50
10. Communicates with individual learners	4.67	
TPM IV REFERS LEARNERS TO SPECIALISTS		
11. Obtains and uses cumulative records	5.00	
12. Identifies learners who require assistance	4.33	4.75
13. Obtains and uses information from co-workers	5.00	
TPM V OBTAINS & USES INFORMATION ABOUT EFFECTIVENESS		
14. Obtains information on effectiveness	4.67	4.67
15. Revises instruction as needed	4.67	
CP VI USES INSTRUCTIONAL TECHNIQUES, METHODS		
1. Uses teaching methods appropriate for objectives	5.00	
2. Uses instructional equipment	4.00	4.67
3. Uses instructional materials that provide practice	5.00	
CP VII COMMUNICATES WITH LEARNERS		
4. Gives directions and explanations	5.00	
5. Clarifies directions and explanations	5.00	
6. Uses responses & questions from learners	5.00	4.92
7. Provides feedback to learners	4.67	
8. Uses acceptable written and oral expression	5.00	

	Indicator Mean	Competency Mean
CP VIII DEMONSTRATES A TEACHING REPERTOIRE		
9. Implements learning activities	4.67	4.67
10. Demonstrates ability to conduct lessons	4.50	
11. Demonstrates ability to work with individuals	5.00	
CP IX REINFORCES AND ENCOURAGES LEARNER INVOLVEMENT		
12. Uses procedures which get learners involved	4.50	4.88
13. Provides for learner participation	5.00	
14. Maintains learner involvement	5.00	
15. Reinforces and encourages learners	5.00	
CP X DEMONSTRATES AN UNDERSTANDING OF SUBJECT		
16. Helps learners recognize purpose of topics	3.50	4.00
17. Demonstrates knowledge in the subject area	4.50	
CP XI ORGANIZES TIME, SPACE, MATERIALS		
18. Attends to routine tasks	4.50	4.75
19. Uses instructional time effectively	5.00	
20. Provides attractive learning environment	4.67	
IS XII DEMONSTRATES ENTHUSIASM FOR TEACHING		
1. Communicates personal enthusiasm	4.67	4.78
2. Stimulates learner interest	5.00	
3. Conveys impression of knowing what to do	4.67	
IS XIII HELPS LEARNERS DEVELOP POSITIVE SELF-CONCEPTS		
4. Demonstrates warmth and friendliness	5.00	4.88
5. Demonstrates sensitivity to needs	5.00	
6. Demonstrates patience, empathy and understanding	4.50	
IS XIV MANAGES CLASSROOM INTERACTIONS		
7. Provides feedback to learners about behavior	4.67	4.60
8. Promotes comfortable interpersonal relationships	4.50	
9. Maintains appropriate classroom behavior	4.00	
10. Manages disruptive behavior among learners	5.00	

Teacher: [illegible]

TPAI SUMMARY SHEET

	Indicator Mean	Competency Mean
TPM I PLANS INSTRUCTION		
1. Specifies or selects learner objectives	4.67	
2. Specifies or selects teaching procedures	4.33	
3. Specifies or selects content, materials, & media	4.33	4.33
4. Specifies or selects materials for assessing	4.67	
5. Plans instruction at a variety of levels	5.67	
TPM II ORGANIZES INSTRUCTION		
6. Organizes instruction for different capabilities	4.00	
7. Organizes instruction for different learning styles	4.33	4.00
8. Organizes instruction for different rates of learning	3.67	
TPM III OBTAINS & USES INFORMATION ABOUT LEARNERS		
9. Uses teacher-made evaluation materials	4.33	4.33
10. Communicates with individual learners	4.33	
TPM IV REFERS LEARNERS TO SPECIALISTS		
11. Obtains and uses cumulative records	4.33	
12. Identifies learners who require assistance	5.00	4.78
13. Obtains and uses information from co-workers	5.00	
TPM V OBTAINS & USES INFORMATION ABOUT EFFECTIVENESS		
14. Obtains information on effectiveness	4.00	4.17
15. Revises instruction as needed	4.33	
CP VI USES INSTRUCTIONAL TECHNIQUES, METHODS		
1. Uses teaching methods appropriate for objectives	5.00	
2. Uses instructional equipment	4.50	4.75
3. Uses instructional materials that provide practice	4.67	
CP VII COMMUNICATES WITH LEARNERS		
4. Gives directions and explanations	5.00	
5. Clarifies directions and explanations	5.00	
6. Uses responses & questions from learners	4.67	4.73
7. Provides feedback to learners	4.33	
8. Uses acceptable written and oral expression	4.67	

	Indicator Mean	Competency Mean
CP VIII DEMONSTRATES A TEACHING REPERTOIRE		4.33
9. Implements learning activities	4.33	
10. Demonstrates ability to conduct lessons	4.33	
11. Demonstrates ability to work with individuals	N/A	
CP IX REINFORCES AND ENCOURAGES LEARNER INVOLVEMENT		4.60
12. Uses procedures which get learners involved	4.00	
13. Provides for learner participation	5.00	
14. Maintains learner involvement	5.00	
15. Reinforces and encourages learners	4.67	
CP X DEMONSTRATES AN UNDERSTANDING OF SUBJECT		4.17
16. Helps learners recognize purpose of topics	3.67	
17. Demonstrates knowledge in the subject area	4.67	
CP XI ORGANIZES TIME, SPACE, MATERIALS		4.17
18. Attends to routine tasks	3.00	
19. Uses instructional time effectively	4.67	
20. Provides attractive learning environment	5.00	
IS XII DEMONSTRATES ENTHUSIASM FOR TEACHING		4.56
1. Communicates personal enthusiasm	4.67	
2. Stimulates learner interest	4.67	
3. Conveys impression of knowing what to do	4.33	
IS XIII HELPS LEARNERS DEVELOP POSITIVE SELF-CONCEPTS		5.00
4. Demonstrates warmth and friendliness	5.00	
5. Demonstrates sensitivity to needs	5.00	
6. Demonstrates patience, empathy and understanding	5.00	
IS XIV MANAGES CLASSROOM INTERACTIONS		5.00
7. Provides feedback to learners about behavior	5.00	
8. Promotes comfortable interpersonal relationships	5.00	
9. Maintains appropriate classroom behavior	5.00	
10. Manages disruptive behavior among learners	5.00	

Teacher: 113

TPAI SUMMARY SHEET

	Indicator Mean	Competency Mean
TPM I PLANS INSTRUCTION		
1. Specifies or selects learner objectives	4.67	
2. Specifies or selects teaching procedures	4.67	
3. Specifies or selects content, materials, & media	4.33	4.33
4. Specifies or selects materials for assessing	3.67	
5. Plans instruction at a variety of levels	4.33	
TPM II ORGANIZES INSTRUCTION		
6. Organizes instruction for different capabilities	4.33	
7. Organizes instruction for different learning styles	4.33	4.22
8. Organizes instruction for different rates of learning	4.00	
TPM III OBTAINS & USES INFORMATION ABOUT LEARNERS		
9. Uses teacher-made evaluation materials	4.00	3.83
10. Communicates with individual learners	3.67	
TPM IV REFERS LEARNERS TO SPECIALISTS		
11. Obtains and uses cumulative records	4.33	
12. Identifies learners who require assistance	4.67	4.67
13. Obtains and uses information from co-workers	5.00	
TPM V OBTAINS & USES INFORMATION ABOUT EFFECTIVENESS		
14. Obtains information on effectiveness	3.67	4.17
15. Revises instruction as needed	4.67	
CP VI USES INSTRUCTIONAL TECHNIQUES, METHODS		
1. Uses teaching methods appropriate for objectives	5.00	
2. Uses instructional equipment	4.67	4.56
3. Uses instructional materials that provide practice	4.00	
CP VII COMMUNICATES WITH LEARNERS		
4. Gives directions and explanations	4.33	
5. Clarifies directions and explanations	4.33	
6. Uses responses & questions from learners	4.33	4.40
7. Provides feedback to learners	4.00	
8. Uses acceptable written and oral expression	5.00	

	Indicator Mean	Competency Mean
CP VIII DEMONSTRATES A TEACHING REPERTOIRE		4.11
9. Implements learning activities	4.33	
10. Demonstrates ability to conduct lessons	4.00	
11. Demonstrates ability to work with individuals	4.00	
CP IX REINFORCES AND ENCOURAGES LEARNER INVOLVEMENT		4.58
12. Uses procedures which get learners involved	3.67	
13. Provides for learner participation	5.00	
14. Maintains learner involvement	5.00	
15. Reinforces and encourages learners	4.67	
CP X DEMONSTRATES AN UNDERSTANDING OF SUBJECT		4.00
16. Helps learners recognize purpose of topics	3.67	
17. Demonstrates knowledge in the subject area	4.33	
CP XI ORGANIZES TIME, SPACE, MATERIALS		4.22
18. Attends to routine tasks	3.33	
19. Uses instructional time effectively	4.67	
20. Provides attractive learning environment	4.67	
IS XII DEMONSTRATES ENTHUSIASM FOR TEACHING		4.11
1. Communicates personal enthusiasm	4.33	
2. Stimulates learner interest	4.00	
3. Conveys impression of knowing what to do	4.00	
IS XIII HELPS LEARNERS DEVELOP POSITIVE SELF-CONCEPTS		4.56
4. Demonstrates warmth and friendliness	4.33	
5. Demonstrates sensitivity to needs	4.33	
6. Demonstrates patience, empathy and understanding	5.00	
IS XIV MANAGES CLASSROOM INTERACTIONS		4.58
7. Provides feedback to learners about behavior	4.33	
8. Promotes comfortable interpersonal relationships	4.67	
9. Maintains appropriate classroom behavior	4.33	
10. Manages disruptive behavior among learners	5.00	

Teacher: 114

TPAI SUMMARY SHEET

	Indicator Mean	Competency Mean
TPM I PLANS INSTRUCTION		
1. Specifies or selects learner objectives	5.00	4.40
2. Specifies or selects teaching procedures	4.00	
3. Specifies or selects content, materials, & media	4.50	
4. Specifies or selects materials for assessing	4.50	
5. Plans instruction at a variety of levels	4.00	
TPM II ORGANIZES INSTRUCTION		
6. Organizes instruction for different capabilities	4.00	3.83
7. Organizes instruction for different learning styles	4.00	
8. Organizes instruction for different rates of learning	3.50	
TPM III OBTAINS & USES INFORMATION ABOUT LEARNERS		
9. Uses teacher-made evaluation materials	4.00	3.75
10. Communicates with individual learners	3.50	
TPM IV REFERS LEARNERS TO SPECIALISTS		
11. Obtains and uses cumulative records	4.00	4.67
12. Identifies learners who require assistance	5.00	
13. Obtains and uses information from co-workers	5.00	
TPM V OBTAINS & USES INFORMATION ABOUT EFFECTIVENESS		
14. Obtains information on effectiveness	3.50	4.00
15. Revises instruction as needed	4.50	
CP VI USES INSTRUCTIONAL TECHNIQUES, METHODS		
1. Uses teaching methods appropriate for objectives	5.00	4.83
2. Uses instructional equipment	4.50	
3. Uses instructional materials that provide practice	5.00	
CP VII COMMUNICATES WITH LEARNERS		
4. Gives directions and explanations	5.00	4.90
5. Clarifies directions and explanations	5.00	
6. Uses responses & questions from learners	5.00	
7. Provides feedback to learners	4.50	
8. Uses acceptable written and oral expression	5.00	

Teacher: 115

TPAI SUMMARY SHEET

	Indicator Mean	Competency Mean
TPM I PLANS INSTRUCTION		
1. Specifies or selects learner objectives	4.00	
2. Specifies or selects teaching procedures	4.00	
3. Specifies or selects content, materials, & media	4.67	3.64
4. Specifies or selects materials for assessing	2.67	
5. Plans instruction at a variety of levels	2.50	
TPM II ORGANIZES INSTRUCTION		
6. Organizes instruction for different capabilities	3.33	
7. Organizes instruction for different learning styles	2.33	2.56
8. Organizes instruction for different rates of learning	2.00	
TPM III OBTAINS & USES INFORMATION ABOUT LEARNERS		
9. Uses teacher-made evaluation materials	2.67	2.50
10. Communicates with individual learners	2.33	
TPM IV REFERS LEARNERS TO SPECIALISTS		
11. Obtains and uses cumulative records	4.00	
12. Identifies learners who require assistance	2.33	3.78
13. Obtains and uses information from co-workers	5.00	
TPM V OBTAINS & USES INFORMATION ABOUT EFFECTIVENESS		
14. Obtains information on effectiveness	3.33	3.83
15. Revises instruction as needed	4.33	
CP VI USES INSTRUCTIONAL TECHNIQUES, METHODS		
1. Uses teaching methods appropriate for objectives	4.33	
2. Uses instructional equipment	4.00	4.33
3. Uses instructional materials that provide practice	4.67	
CP VII COMMUNICATES WITH LEARNERS		
4. Gives directions and explanations	5.00	
5. Clarifies directions and explanations	5.00	
6. Uses responses & questions from learners	4.67	4.60
7. Provides feedback to learners	3.33	
8. Uses acceptable written and oral expression	5.00	

	Indicator Mean	Competency Mean
CP VIII DEMONSTRATES A TEACHING REPERTOIRE		
9. Implements learning activities	4.00	3.67
10. Demonstrates ability to conduct lessons	3.67	
11. Demonstrates ability to work with individuals	3.33	
CP IX REINFORCES AND ENCOURAGES LEARNER INVOLVEMENT		
12. Uses procedures which get learners involved	3.67	4.25
13. Provides for learner participation	4.67	
14. Maintains learner involvement	4.67	
15. Reinforces and encourages learners	4.00	
CP X DEMONSTRATES AN UNDERSTANDING OF SUBJECT		
16. Helps learners recognize purpose of topics	2.67	3.50
17. Demonstrates knowledge in the subject area	4.33	
CP XI ORGANIZES TIME, SPACE, MATERIALS		
18. Attends to routine tasks	4.00	4.38
19. Uses instructional time effectively	5.00	
20. Provides attractive learning environment	4.00	
IS XII DEMONSTRATES ENTHUSIASM FOR TEACHING		
1. Communicates personal enthusiasm	4.33	4.33
2. Stimulates learner interest	4.00	
3. Conveys impression of knowing what to do	4.67	
IS XIII HELPS LEARNERS DEVELOP POSITIVE SELF-CONCEPTS		
4. Demonstrates warmth and friendliness	4.33	4.75
5. Demonstrates sensitivity to needs	5.00	
6. Demonstrates patience, empathy and understanding	5.00	
IS XIV MANAGES CLASSROOM INTERACTIONS		
7. Provides feedback to learners about behavior	4.67	4.67
8. Promotes comfortable interpersonal relationships	4.33	
9. Maintains appropriate classroom behavior	4.67	
10. Manages disruptive behavior among learners	5.00	

Teacher: 116

TPAI SUMMARY SHEET

	Indicator Mean	Competency Mean
TPM I PLANS INSTRUCTION		
1. Specifies or selects learner objectives	4.33	
2. Specifies or selects teaching procedures	4.00	
3. Specifies or selects content, materials, & media	4.33	3.93
4. Specifies or selects materials for assessing	3.67	
5. Plans instruction at a variety of levels	3.33	
TPM II ORGANIZES INSTRUCTION		
6. Organizes instruction for different capabilities	3.67	
7. Organizes instruction for different learning styles	3.00	3.25
8. Organizes instruction for different rates of learning	3.00	
TPM III OBTAINS & USES INFORMATION ABOUT LEARNERS		
9. Uses teacher-made evaluation materials	4.33	4.33
10. Communicates with individual learners	4.33	
TPM IV REFERS LEARNERS TO SPECIALISTS		
11. Obtains and uses cumulative records	5.00	
12. Identifies learners who require assistance	5.00	5.00
13. Obtains and uses information from co-workers	5.00	
TPM V OBTAINS & USES INFORMATION ABOUT EFFECTIVENESS		
14. Obtains information on effectiveness	4.33	4.00
15. Revises instruction as needed	3.67	
CP VI USES INSTRUCTIONAL TECHNIQUES, METHODS		
1. Uses teaching methods appropriate for objectives	5.00	
2. Uses instructional equipment	5.00	4.83
3. Uses instructional materials that provide practice	4.50	
CP VII COMMUNICATES WITH LEARNERS		
4. Gives directions and explanations	5.00	
5. Clarifies directions and explanations	5.00	
6. Uses responses & questions from learners	4.67	4.67
7. Provides feedback to learners	4.33	
8. Uses acceptable written and oral expression	5.00	

	Indicator Mean	Competency Mean
CP VIII DEMONSTRATES A TEACHING REPERTOIRE		
9. Implements learning activities	4.33	3.88
10. Demonstrates ability to conduct lessons	4.50	
11. Demonstrates ability to work with individuals	3.00	
CP IX REINFORCES AND ENCOURAGES LEARNER INVOLVEMENT		
12. Uses procedures which get learners involved	4.33	4.67
13. Provides for learner participation	4.67	
14. Maintains learner involvement	4.67	
15. Reinforces and encourages learners	5.00	
CP X DEMONSTRATES AN UNDERSTANDING OF SUBJECT		
16. Helps learners recognize purpose of topics	2.50	3.40
17. Demonstrates knowledge in the subject area	4.00	
CP XI ORGANIZES TIME, SPACE, MATERIALS		
18. Attends to routine tasks	4.33	4.78
19. Uses instructional time effectively	5.00	
20. Provides attractive learning environment	5.00	
IS XII DEMONSTRATES ENTHUSIASM FOR TEACHING		
1. Communicates personal enthusiasm	5.00	4.67
2. Stimulates learner interest	4.67	
3. Conveys impression of knowing what to do	4.33	
IS XIII HELPS LEARNERS DEVELOP POSITIVE SELF-CONCEPTS		
4. Demonstrates warmth and friendliness	5.00	5.00
5. Demonstrates sensitivity to needs	5.00	
6. Demonstrates patience, empathy and understanding	5.00	
IS XIV MANAGES CLASSROOM INTERACTIONS		
7. Provides feedback to learners about behavior	5.00	4.83
8. Promotes comfortable interpersonal relationships	4.67	
9. Maintains appropriate classroom behavior	4.67	
10. Manages disruptive behavior among learners	5.00	

ener: 117

TPAI SUMMARY SHEET

	Indicator Mean	Competency Mean
TPM I PLANS INSTRUCTION		no Lesson PLANS ☒
1. Specifies or selects learner objectives	☒	
2. Specifies or selects teaching procedures	☒	
3. Specifies or selects content, materials, & media	☒	
4. Specifies or selects materials for assessing	☒	
5. Plans instruction at a variety of levels	☒	
TPM II ORGANIZES INSTRUCTION		☒
6. Organizes instruction for different capabilities	☒	
7. Organizes instruction for different learning styles	☒	
8. Organizes instruction for different rates of learning	☒	
TPM III OBTAINS & USES INFORMATION ABOUT LEARNERS		☒
9. Uses teacher-made evaluation materials	☒	
10. Communicates with individual learners	☒	
TPM IV REFERS LEARNERS TO SPECIALISTS		☒
11. Obtains and uses cumulative records	☒	
12. Identifies learners who require assistance	☒	
13. Obtains and uses information from co-workers	☒	
TPM V OBTAINS & USES INFORMATION ABOUT EFFECTIVENESS		☒
14. Obtains information on effectiveness	☒	
15. Revises instruction as needed	☒	
CP VI USES INSTRUCTIONAL TECHNIQUES, METHODS		5.00
1. Uses teaching methods appropriate for objectives	5.00	
2. Uses instructional equipment	N/A	
3. Uses instructional materials that provide practice	N/A	
CP VII COMMUNICATES WITH LEARNERS		5.00
4. Gives directions and explanations	5.00	
5. Clarifies directions and explanations	5.00	
6. Uses responses & questions from learners	5.00	
7. Provides feedback to learners	5.00	
8. Uses acceptable written and oral expression	5.00	

	Indicator Mean	Competency Mean
CP VIII DEMONSTRATES A TEACHING REPERTOIRE		5.00
9. Implements learning activities	5.00	
10. Demonstrates ability to conduct lessons	5.00	
11. Demonstrates ability to work with individuals	N/A	
CP IX REINFORCES AND ENCOURAGES LEARNER INVOLVEMENT		4.83
12. Uses procedures which get learners involved	5.00	
13. Provides for learner participation	5.00	
14. Maintains learner involvement	N/A	
15. Reinforces and encourages learners	4.50	
CP X DEMONSTRATES AN UNDERSTANDING OF SUBJECT		4.75
16. Helps learners recognize purpose of topics	5.00	
17. Demonstrates knowledge in the subject area	4.50	
CP XI ORGANIZES TIME, SPACE, MATERIALS		4.67
18. Attends to routine tasks	4.00	
19. Uses instructional time effectively	5.00	
20. Provides attractive learning environment	N/A	
IS XII DEMONSTRATES ENTHUSIASM FOR TEACHING		5.00
1. Communicates personal enthusiasm	5.00	
2. Stimulates learner interest	5.00	
3. Conveys impression of knowing what to do	5.00	
IS XIII HELPS LEARNERS DEVELOP POSITIVE SELF-CONCEPTS		5.00
4. Demonstrates warmth and friendliness	5.00	
5. Demonstrates sensitivity to needs	5.00	
6. Demonstrates patience, empathy and understanding	5.00	
IS XIV MANAGES CLASSROOM INTERACTIONS		5.00
7. Provides feedback to learners about behavior	5.00	
8. Promotes comfortable interpersonal relationships	N/A	
9. Maintains appropriate classroom behavior	5.00	
10. Manages disruptive behavior among learners	5.00	

acher: 118

TPAI SUMMARY SHEET

	Indicator Mean	Competency Mean
TPM I PLANS INSTRUCTION		
1. Specifies or selects learner objectives	5.00	
2. Specifies or selects teaching procedures	3.33	
3. Specifies or selects content, materials, & media	4.00	3.93
4. Specifies or selects materials for assessing	3.67	
5. Plans instruction at a variety of levels	3.50	
TPM II ORGANIZES INSTRUCTION		
6. Organizes instruction for different capabilities	4.00	
7. Organizes instruction for different learning styles	4.50	3.86
8. Organizes instruction for different rates of learning	3.00	
TPM III OBTAINS & USES INFORMATION ABOUT LEARNERS		
9. Uses teacher-made evaluation materials	4.67	4.67
10. Communicates with individual learners	4.67	
TPM IV REFERS LEARNERS TO SPECIALISTS		
11. Obtains and uses cumulative records	5.00	
12. Identifies learners who require assistance	4.33	4.78
13. Obtains and uses information from co-workers	5.00	
TPM V OBTAINS & USES INFORMATION ABOUT EFFECTIVENESS		
14. Obtains information on effectiveness	3.33	3.80
15. Revises instruction as needed	4.50	
CP VI USES INSTRUCTIONAL TECHNIQUES, METHODS		
1. Uses teaching methods appropriate for objectives	5.00	
2. Uses instructional equipment	4.00	4.71
3. Uses instructional materials that provide practice	5.00	
CP VII COMMUNICATES WITH LEARNERS		
4. Gives directions and explanations	5.00	
5. Clarifies directions and explanations	5.00	
6. Uses responses & questions from learners	4.50	4.67
7. Provides feedback to learners	3.50	
8. Uses acceptable written and oral expression	5.00	

	Indicator Mean	Competency Mean
CP VIII DEMONSTRATES A TEACHING REPERTOIRE		
9. Implements learning activities	4.67	
10. Demonstrates ability to conduct lessons	4.00	4.14
11. Demonstrates ability to work with individuals	3.50	
CP IX REINFORCES AND ENCOURAGES LEARNER INVOLVEMENT		
12. Uses procedures which get learners involved	3.00	
13. Provides for learner participation	5.00	4.70
14. Maintains learner involvement	5.00	
15. Reinforces and encourages learners	4.67	
CP X DEMONSTRATES AN UNDERSTANDING OF SUBJECT		
16. Helps learners recognize purpose of topics	2.50	4.00
17. Demonstrates knowledge in the subject area	5.00	
CP XI ORGANIZES TIME, SPACE, MATERIALS		
18. Attends to routine tasks	3.50	
19. Uses instructional time effectively	5.00	4.25
20. Provides attractive learning environment	4.00	
IS XII DEMONSTRATES ENTHUSIASM FOR TEACHING		
1. Communicates personal enthusiasm	5.00	
2. Stimulates learner interest	4.33	4.56
3. Conveys impression of knowing what to do	4.33	
IS XIII HELPS LEARNERS DEVELOP POSITIVE SELF-CONCEPTS		
4. Demonstrates warmth and friendliness	4.67	
5. Demonstrates sensitivity to needs	4.67	4.78
6. Demonstrates patience, empathy and understanding	5.00	
IS XIV MANAGES CLASSROOM INTERACTIONS		
7. Provides feedback to learners about behavior	5.00	
8. Promotes comfortable interpersonal relationships	5.00	500
9. Maintains appropriate classroom behavior	5.00	
10. Manages disruptive behavior among learners	5.00	

Teacher: 114

TPAI SUMMARY SHEET

	Indicator Mean	Competency Mean
TPM I PLANS INSTRUCTION		
1. Specifies or selects learner objectives	4.00	
2. Specifies or selects teaching procedures	4.00	
3. Specifies or selects content, materials, & media	3.33	3.79
4. Specifies or selects materials for assessing	4.00	
5. Plans instruction at a variety of levels	3.50	
TPM II ORGANIZES INSTRUCTION		
6. Organizes instruction for different capabilities	2.67	
7. Organizes instruction for different learning styles	3.00	3.00
8. Organizes instruction for different rates of learning	3.33	
TPM III OBTAINS & USES INFORMATION ABOUT LEARNERS		
9. Uses teacher-made evaluation materials	3.33	3.67
10. Communicates with individual learners	4.00	
TPM IV REFERS LEARNERS TO SPECIALISTS		
11. Obtains and uses cumulative records	2.33	
12. Identifies learners who require assistance	2.00	2.86
13. Obtains and uses information from co-workers	4.33	
TPM V OBTAINS & USES INFORMATION ABOUT EFFECTIVENESS		
14. Obtains information on effectiveness	2.67	3.00
15. Revises instruction as needed	3.33	
CP VI USES INSTRUCTIONAL TECHNIQUES, METHODS		
1. Uses teaching methods appropriate for objectives	4.67	
2. Uses instructional equipment	2.67	3.78
3. Uses instructional materials that provide practice	4.33	
CP VII COMMUNICATES WITH LEARNERS		
4. Gives directions and explanations	4.67	
5. Clarifies directions and explanations	4.67	
6. Uses responses & questions from learners	4.67	4.60
7. Provides feedback to learners	4.00	
8. Uses acceptable written and oral expression	5.00	

	Indicator Mean	Competency Mean
CP VIII DEMONSTRATES A TEACHING REPERTOIRE		
9. Implements learning activities	4.00	
10. Demonstrates ability to conduct lessons	3.00	3.43
11. Demonstrates ability to work with individuals	3.00	
CP IX REINFORCES AND ENCOURAGES LEARNER INVOLVEMENT		
12. Uses procedures which get learners involved	4.00	
13. Provides for learner participation	4.33	4.33
14. Maintains learner involvement	4.67	
15. Reinforces and encourages learners	4.33	
CP X DEMONSTRATES AN UNDERSTANDING OF SUBJECT		
16. Helps learners recognize purpose of topics	3.33	3.83
17. Demonstrates knowledge in the subject area	4.33	
CP XI ORGANIZES TIME, SPACE, MATERIALS		
18. Attends to routine tasks	4.00	
19. Uses instructional time effectively	5.00	4.56
20. Provides attractive learning environment	4.67	
IS XII DEMONSTRATES ENTHUSIASM FOR TEACHING		
1. Communicates personal enthusiasm	4.67	
2. Stimulates learner interest	4.33	4.33
3. Conveys impression of knowing what to do	4.00	
IS XIII HELPS LEARNERS DEVELOP POSITIVE SELF-CONCEPTS		
4. Demonstrates warmth and friendliness	4.67	
5. Demonstrates sensitivity to needs	5.00	4.89
6. Demonstrates patience, empathy and understanding	5.00	
IS XIV MANAGES CLASSROOM INTERACTIONS		
7. Provides feedback to learners about behavior	4.33	
8. Promotes comfortable interpersonal relationships	4.67	4.58
9. Maintains appropriate classroom behavior	4.33	
10. Manages disruptive behavior among learners	5.00	

Teacher: 120

TPAI SUMMARY SHEET

	Indicator Mean	Competency Mean
TPM I PLANS INSTRUCTION		
1. Specifies or selects learner objectives	4.33	
2. Specifies or selects teaching procedures	4.67	
3. Specifies or selects content, materials, & media	5.00	4.47
4. Specifies or selects materials for assessing	4.00	
5. Plans instruction at a variety of levels	4.33	
TPM II ORGANIZES INSTRUCTION		
6. Organizes instruction for different capabilities	4.67	
7. Organizes instruction for different learning styles	3.33	3.86
8. Organizes instruction for different rates of learning	3.00	
TPM III OBTAINS & USES INFORMATION ABOUT LEARNERS		
9. Uses teacher-made evaluation materials	4.33	4.33
10. Communicates with individual learners	4.33	
TPM IV REFERS LEARNERS TO SPECIALISTS		
11. Obtains and uses cumulative records	5.00	
12. Identifies learners who require assistance	4.00	4.80
13. Obtains and uses information from co-workers	5.00	
TPM V OBTAINS & USES INFORMATION ABOUT EFFECTIVENESS		
14. Obtains information on effectiveness	4.00	4.17
15. Revises instruction as needed	4.33	
CP VI USES INSTRUCTIONAL TECHNIQUES, METHODS		
1. Uses teaching methods appropriate for objectives	5.00	
2. Uses instructional equipment	5.00	4.89
3. Uses instructional materials that provide practice	4.67	
CP VII COMMUNICATES WITH LEARNERS		
4. Gives directions and explanations	5.00	
5. Clarifies directions and explanations	5.00	
6. Uses responses & questions from learners	5.00	4.86
7. Provides feedback to learners	4.33	
8. Uses acceptable written and oral expression	5.00	

	Indicator Mean	Competency Mean
CP VIII DEMONSTRATES A TEACHING REPERTOIRE		
9. Implements learning activities	5.00	4.83
10. Demonstrates ability to conduct lessons	4.67	
11. Demonstrates ability to work with individuals	N/A	
CP IX REINFORCES AND ENCOURAGES LEARNER INVOLVEMENT		
12. Uses procedures which get learners involved	4.00	4.73
13. Provides for learner participation	5.00	
14. Maintains learner involvement	5.00	
15. Reinforces and encourages learners	5.00	
CP X DEMONSTRATES AN UNDERSTANDING OF SUBJECT		
16. Helps learners recognize purpose of topics	3.67	4.17
17. Demonstrates knowledge in the subject area	4.67	
CP XI ORGANIZES TIME, SPACE, MATERIALS		
18. Attends to routine tasks	4.00	4.67
19. Uses instructional time effectively	5.00	
20. Provides attractive learning environment	5.00	
IS XII DEMONSTRATES ENTHUSIASM FOR TEACHING		
1. Communicates personal enthusiasm	5.00	4.88
2. Stimulates learner interest	5.00	
3. Conveys impression of knowing what to do	4.67	
IS XIII HELPS LEARNERS DEVELOP POSITIVE SELF-CONCEPTS		
4. Demonstrates warmth and friendliness	5.00	5.00
5. Demonstrates sensitivity to needs	5.00	
6. Demonstrates patience, empathy and understanding	5.00	
IS XIV MANAGES CLASSROOM INTERACTIONS		
7. Provides feedback to learners about behavior	4.67	4.82
8. Promotes comfortable interpersonal relationships	5.00	
9. Maintains appropriate classroom behavior	4.67	
10. Manages disruptive behavior among learners	5.00	

Teacher: 120

TPAI SUMMARY SHEET

	Indicator Mean	Competency Mean
TPM I PLANS INSTRUCTION		
1. Specifies or selects learner objectives	4.33	4.47
2. Specifies or selects teaching procedures	4.67	
3. Specifies or selects content, materials, & media	5.00	
4. Specifies or selects materials for assessing	4.00	
5. Plans instruction at a variety of levels	4.33	
TPM II ORGANIZES INSTRUCTION		
6. Organizes instruction for different capabilities	4.67	3.86
7. Organizes instruction for different learning styles	3.33	
8. Organizes instruction for different rates of learning	3.00	
TPM III OBTAINS & USES INFORMATION ABOUT LEARNERS		
9. Uses teacher-made evaluation materials	4.33	4.33
10. Communicates with individual learners	4.33	
TPM IV REFERS LEARNERS TO SPECIALISTS		
11. Obtains and uses cumulative records	5.00	4.80
12. Identifies learners who require assistance	4.00	
13. Obtains and uses information from co-workers	5.00	
TPM V OBTAINS & USES INFORMATION ABOUT EFFECTIVENESS		
14. Obtains information on effectiveness	4.00	4.17
15. Revises instruction as needed	4.33	
CP VI USES INSTRUCTIONAL TECHNIQUES, METHODS		
1. Uses teaching methods appropriate for objectives	5.00	4.89
2. Uses instructional equipment	5.00	
3. Uses instructional materials that provide practice	4.67	
CP VII COMMUNICATES WITH LEARNERS		
4. Gives directions and explanations	5.00	4.86
5. Clarifies directions and explanations	5.00	
6. Uses responses & questions from learners	5.00	
7. Provides feedback to learners	4.33	
8. Uses acceptable written and oral expression	5.00	

	Indicator Mean	Competency Mean
CP VIII DEMONSTRATES A TEACHING REPERTOIRE		
9. Implements learning activities	5.00	
10. Demonstrates ability to conduct lessons	4.67	4.83
11. Demonstrates ability to work with individuals	N/A	
CP IX REINFORCES AND ENCOURAGES LEARNER INVOLVEMENT		
12. Uses procedures which get learners involved	4.00	
13. Provides for learner participation	5.00	4.73
14. Maintains learner involvement	5.00	
15. Reinforces and encourages learners	5.00	
CP X DEMONSTRATES AN UNDERSTANDING OF SUBJECT		
16. Helps learners recognize purpose of topics	3.67	4.17
17. Demonstrates knowledge in the subject area	4.67	
CP XI ORGANIZES TIME, SPACE, MATERIALS		
18. Attends to routine tasks	4.00	
19. Uses instructional time effectively	5.00	4.67
20. Provides attractive learning environment	5.00	
IS XII DEMONSTRATES ENTHUSIASM FOR TEACHING		
1. Communicates personal enthusiasm	5.00	
2. Stimulates learner interest	5.00	4.88
3. Conveys impression of knowing what to do	4.67	
IS XIII HELPS LEARNERS DEVELOP POSITIVE SELF-CONCEPTS		
4. Demonstrates warmth and friendliness	5.00	
5. Demonstrates sensitivity to needs	5.00	5.00
6. Demonstrates patience, empathy and understanding	5.00	
IS XIV MANAGES CLASSROOM INTERACTIONS		
7. Provides feedback to learners about behavior	4.67	
8. Promotes comfortable interpersonal relationships	5.00	4.82
9. Maintains appropriate classroom behavior	4.67	
10. Manages disruptive behavior among learners	5.00	

Teacher: 121

TPAI SUMMARY SHEET

	Indicator Mean	Competency Mean
TPM I PLANS INSTRUCTION		
1. Specifies or selects learner objectives	5.00	4.33
2. Specifies or selects teaching procedures	4.00	
3. Specifies or selects content, materials, & media	4.33	
4. Specifies or selects materials for assessing	4.67	
5. Plans instruction at a variety of levels	3.67	
TPM II ORGANIZES INSTRUCTION		
6. Organizes instruction for different capabilities	4.00	3.50
7. Organizes instruction for different learning styles	3.00	
8. Organizes instruction for different rates of learning	3.00	
TPM III OBTAINS & USES INFORMATION ABOUT LEARNERS		
9. Uses teacher-made evaluation materials	4.00	3.60
10. Communicates with individual learners	3.00	
TPM IV REFERS LEARNERS TO SPECIALISTS		
11. Obtains and uses cumulative records	3.67	4.50
12. Identifies learners who require assistance	5.00	
13. Obtains and uses information from co-workers	5.00	
TPM V OBTAINS & USES INFORMATION ABOUT EFFECTIVENESS		
14. Obtains information on effectiveness	5.00	4.67
15. Revises instruction as needed	4.33	
CP VI USES INSTRUCTIONAL TECHNIQUES, METHODS		
1. Uses teaching methods appropriate for objectives	5.00	4.78
2. Uses instructional equipment	4.33	
3. Uses instructional materials that provide practice	5.00	
CP VII COMMUNICATES WITH LEARNERS		
4. Gives directions and explanations	5.00	4.36
5. Clarifies directions and explanations	4.67	
6. Uses responses & questions from learners	3.67	
7. Provides feedback to learners	3.67	
8. Uses acceptable written and oral expression	5.00	

	Indicator Mean	Competency Mean
CP VIII DEMONSTRATES A TEACHING REPERTOIRE		
9. Implements learning activities	5.00	4.80
10. Demonstrates ability to conduct lessons	4.50	
11. Demonstrates ability to work with individuals	N/A	
CP IX REINFORCES AND ENCOURAGES LEARNER INVOLVEMENT		
12. Uses procedures which get learners involved	3.67	4.33
13. Provides for learner participation	5.00	
14. Maintains learner involvement	4.00	
15. Reinforces and encourages learners	4.67	
CP X DEMONSTRATES AN UNDERSTANDING OF SUBJECT		
16. Helps learners recognize purpose of topics	3.67	4.17
17. Demonstrates knowledge in the subject area	4.67	
CP XI ORGANIZES TIME, SPACE, MATERIALS		
18. Attends to routine tasks	3.00	4.33
19. Uses instructional time effectively	5.00	
20. Provides attractive learning environment	5.00	
IS XII DEMONSTRATES ENTHUSIASM FOR TEACHING		
1. Communicates personal enthusiasm	5.00	4.33
2. Stimulates learner interest	3.67	
3. Conveys impression of knowing what to do	4.33	
IS XIII HELPS LEARNERS DEVELOP POSITIVE SELF-CONCEPTS		
4. Demonstrates warmth and friendliness	5.00	4.88
5. Demonstrates sensitivity to needs	4.67	
6. Demonstrates patience, empathy and understanding	3.33	
IS XIV MANAGES CLASSROOM INTERACTIONS		
7. Provides feedback to learners about behavior	5.00	4.67
8. Promotes comfortable interpersonal relationships	4.50	
9. Maintains appropriate classroom behavior	4.00	
10. Manages disruptive behavior among learners	5.00	

Teacher: 122

TPAI SUMMARY SHEET

	Indicator Mean	Competency Mean
TPM I PLANS INSTRUCTION		
1. Specifies or selects learner objectives	4.67	4.13
2. Specifies or selects teaching procedures	4.33	
3. Specifies or selects content, materials, & media	4.33	
4. Specifies or selects materials for assessing	3.67	
5. Plans instruction at a variety of levels	3.67	
TPM II ORGANIZES INSTRUCTION		
6. Organizes instruction for different capabilities	4.33	4.13
7. Organizes instruction for different learning styles	4.00	
8. Organizes instruction for different rates of learning	4.00	
TPM III OBTAINS & USES INFORMATION ABOUT LEARNERS		
9. Uses teacher-made evaluation materials	4.33	4.17
10. Communicates with individual learners	4.00	
TPM IV REFERS LEARNERS TO SPECIALISTS		
11. Obtains and uses cumulative records	4.67	4.78
12. Identifies learners who require assistance	4.67	
13. Obtains and uses information from co-workers	5.00	
TPM V OBTAINS & USES INFORMATION ABOUT EFFECTIVENESS		
14. Obtains information on effectiveness	3.67	4.17
15. Revises instruction as needed	4.67	
CP VI USES INSTRUCTIONAL TECHNIQUES, METHODS		
1. Uses teaching methods appropriate for objectives	5.00	4.56
2. Uses instructional equipment	3.67	
3. Uses instructional materials that provide practice	5.00	
CP VII COMMUNICATES WITH LEARNERS		
4. Gives directions and explanations	5.00	4.87
5. Clarifies directions and explanations	5.00	
6. Uses responses & questions from learners	4.33	
7. Provides feedback to learners	5.00	
8. Uses acceptable written and oral expression	5.00	

	Indicator Mean	Competency Mean
CP VIII DEMONSTRATES A TEACHING REPERTOIRE		
9. Implements learning activities	5.00	4.50
10. Demonstrates ability to conduct lessons	4.00	
11. Demonstrates ability to work with individuals	N/A	
CP IX REINFORCES AND ENCOURAGES LEARNER INVOLVEMENT		
12. Uses procedures which get learners involved	4.00	4.73
13. Provides for learner participation	5.00	
14. Maintains learner involvement	5.00	
15. Reinforces and encourages learners	5.00	
CP X DEMONSTRATES AN UNDERSTANDING OF SUBJECT		
16. Helps learners recognize purpose of topics	4.00	4.40
17. Demonstrates knowledge in the subject area	4.67	
CP XI ORGANIZES TIME, SPACE, MATERIALS		
18. Attends to routine tasks	3.50	4.63
19. Uses instructional time effectively	5.00	
20. Provides attractive learning environment	5.00	
IS XII DEMONSTRATES ENTHUSIASM FOR TEACHING		
1. Communicates personal enthusiasm	4.67	4.78
2. Stimulates learner interest	5.00	
3. Conveys impression of knowing what to do	4.67	
IS XIII HELPS LEARNERS DEVELOP POSITIVE SELF-CONCEPTS		
4. Demonstrates warmth and friendliness	5.00	5.00
5. Demonstrates sensitivity to needs	5.00	
6. Demonstrates patience, empathy and understanding	5.00	
IS XIV MANAGES CLASSROOM INTERACTIONS		
7. Provides feedback to learners about behavior	4.67	4.91
8. Promotes comfortable interpersonal relationships	5.00	
9. Maintains appropriate classroom behavior	5.00	
10. Manages disruptive behavior among learners	5.00	

Teacher: 123

TPAI SUMMARY SHEET

	Indicator Mean	Competency Mean
TPM I PLANS INSTRUCTION		
1. Specifies or selects learner objectives	4.33	
2. Specifies or selects teaching procedures	3.67	
3. Specifies or selects content, materials, & media	3.33	3.27
4. Specifies or selects materials for assessing	3.00	
5. Plans instruction at a variety of levels	2.00	
TPM II ORGANIZES INSTRUCTION		
6. Organizes instruction for different capabilities	3.33	
7. Organizes instruction for different learning styles	2.33	2.78
8. Organizes instruction for different rates of learning	2.67	
TPM III OBTAINS & USES INFORMATION ABOUT LEARNERS		
9. Uses teacher-made evaluation materials	4.00	3.67
10. Communicates with individual learners	3.33	
TPM IV REFERS LEARNERS TO SPECIALISTS		
11. Obtains and uses cumulative records	3.33	
12. Identifies learners who require assistance	4.00	4.00
13. Obtains and uses information from co-workers	4.67	
TPM V OBTAINS & USES INFORMATION ABOUT EFFECTIVENESS		
14. Obtains information on effectiveness	3.33	3.50
15. Revises instruction as needed	3.67	
CP VI USES INSTRUCTIONAL TECHNIQUES, METHODS		
1. Uses teaching methods appropriate for objectives	4.67	
2. Uses instructional equipment	3.33	4.13
3. Uses instructional materials that provide practice	4.50	
CP VII COMMUNICATES WITH LEARNERS		
4. Gives directions and explanations	4.33	
5. Clarifies directions and explanations	4.67	
6. Uses responses & questions from learners	4.33	4.53
7. Provides feedback to learners	4.33	
8. Uses acceptable written and oral expression	5.00	

		Indicator Mean	Competency Mean
CP VIII	DEMONSTRATES A TEACHING REPERTOIRE		
9.	Implements learning activities	4.00	4.17
10.	Demonstrates ability to conduct lessons	4.00	
11.	Demonstrates ability to work with individuals	5.00	
CP IX	REINFORCES AND ENCOURAGES LEARNER INVOLVEMENT		
12.	Uses procedures which get learners involved	4.00	4.45
13.	Provides for learner participation	4.67	
14.	Maintains learner involvement	5.00	
15.	Reinforces and encourages learners	4.33	
CP X	DEMONSTRATES AN UNDERSTANDING OF SUBJECT		
16.	Helps learners recognize purpose of topics	3.00	3.67
17.	Demonstrates knowledge in the subject area	4.33	
CP XI	ORGANIZES TIME, SPACE, MATERIALS		
18.	Attends to routine tasks	4.00	4.67
19.	Uses instructional time effectively	5.00	
20.	Provides attractive learning environment	5.00	
IS XII	DEMONSTRATES ENTHUSIASM FOR TEACHING		
1.	Communicates personal enthusiasm	4.67	4.56
2.	Stimulates learner interest	4.33	
3.	Conveys impression of knowing what to do	4.67	
IS XIII	HELPS LEARNERS DEVELOP POSITIVE SELF-CONCEPTS		
4.	Demonstrates warmth and friendliness	4.67	4.75
5.	Demonstrates sensitivity to needs	4.67	
6.	Demonstrates patience, empathy and understanding	5.00	
IS XIV	MANAGES CLASSROOM INTERACTIONS		
7.	Provides feedback to learners about behavior	5.00	5.00
8.	Promotes comfortable interpersonal relationships	5.00	
9.	Maintains appropriate classroom behavior	5.00	
10.	Manages disruptive behavior among learners	5.00	

Teacher: 124

TPAI SUMMARY SHEET

	Indicator Mean	Competency Mean
TPM I PLANS INSTRUCTION		
1. Specifies or selects learner objectives	3.33	
2. Specifies or selects teaching procedures	4.33	
3. Specifies or selects content, materials, & media	4.33	3,87
4. Specifies or selects materials for assessing	3.33	
5. Plans instruction at a variety of levels	4.00	
TPM II ORGANIZES INSTRUCTION		
6. Organizes instruction for different capabilities	4.50	
7. Organizes instruction for different learning styles	4.00	4.00
8. Organizes instruction for different rates of learning	3.67	
TPM III OBTAINS & USES INFORMATION ABOUT LEARNERS		
9. Uses teacher-made evaluation materials	3.33	3.83
10. Communicates with individual learners	4.33	
TPM IV REFERS LEARNERS TO SPECIALISTS		
11. Obtains and uses cumulative records	4.33	
12. Identifies learners who require assistance	4.67	4.56
13. Obtains and uses information from co-workers	4.67	
TPM V OBTAINS & USES INFORMATION ABOUT EFFECTIVENESS		
14. Obtains information on effectiveness	3.67	3.83
15. Revises instruction as needed	4.00	
CP VI USES INSTRUCTIONAL TECHNIQUES, METHODS		
1. Uses teaching methods appropriate for objectives	5.00	
2. Uses instructional equipment	3.00	4.50
3. Uses instructional materials that provide practice	5.00	
CP VII COMMUNICATES WITH LEARNERS		
4. Gives directions and explanations	4.67	
5. Clarifies directions and explanations	4.67	
6. Uses responses & questions from learners	4.67	4.67
7. Provides feedback to learners	4.33	
8. Uses acceptable written and oral expression	5.00	

	Indicator Mean	Competency Mean
CP VIII DEMONSTRATES A TEACHING REPERTOIRE		4.14
9. Implements learning activities	4.67	
10. Demonstrates ability to conduct lessons	4.50	
11. Demonstrates ability to work with individuals	3.00	
CP IX REINFORCES AND ENCOURAGES LEARNER INVOLVEMENT		4.64
12. Uses procedures which get learners involved	4.00	
13. Provides for learner participation	4.67	
14. Maintains learner involvement	5.00	
15. Reinforces and encourages learners	5.00	
CP X DEMONSTRATES AN UNDERSTANDING OF SUBJECT		4.00
16. Helps learners recognize purpose of topics	3.33	
17. Demonstrates knowledge in the subject area	4.67	
CP XI ORGANIZES TIME, SPACE, MATERIALS		4.33
18. Attends to routine tasks	3.33	
19. Uses instructional time effectively	5.00	
20. Provides attractive learning environment	4.67	
IS XII DEMONSTRATES ENTHUSIASM FOR TEACHING		4.22
1. Communicates personal enthusiasm	4.33	
2. Stimulates learner interest	3.67	
3. Conveys impression of knowing what to do	4.67	
IS XIII HELPS LEARNERS DEVELOP POSITIVE SELF-CONCEPTS		4.75
4. Demonstrates warmth and friendliness	4.67	
5. Demonstrates sensitivity to needs	4.67	
6. Demonstrates patience, empathy and understanding	5.00	
IS XIV MANAGES CLASSROOM INTERACTIONS		4.91
7. Provides feedback to learners about behavior	5.00	
8. Promotes comfortable interpersonal relationships	5.00	
9. Maintains appropriate classroom behavior	5.00	
10. Manages disruptive behavior among learners	4.67	

acher: 125

TPAI SUMMARY SHEET

	Indicator Mean	Competency Mean
TPM I PLANS INSTRUCTION		
1. Specifies or selects learner objectives	5.00	
2. Specifies or selects teaching procedures	4.67	
3. Specifies or selects content, materials, & media	3.33	3.64
4. Specifies or selects materials for assessing	3.33	
5. Plans instruction at a variety of levels	1.00	
TPM II ORGANIZES INSTRUCTION		
6. Organizes instruction for different capabilities	4.33	
7. Organizes instruction for different learning styles	3.33	3.11
8. Organizes instruction for different rates of learning	1.67	
TPM III OBTAINS & USES INFORMATION ABOUT LEARNERS		
9. Uses teacher-made evaluation materials	4.00	3.17
10. Communicates with individual learners	2.33	
TPM IV REFERS LEARNERS TO SPECIALISTS		
11. Obtains and uses cumulative records	5.00	
12. Identifies learners who require assistance	4.33	4.78
13. Obtains and uses information from co-workers	5.00	
TPM V OBTAINS & USES INFORMATION ABOUT EFFECTIVENESS		
14. Obtains information on effectiveness	3.00	4.00
15. Revises instruction as needed	5.00	
CP VI USES INSTRUCTIONAL TECHNIQUES, METHODS		
1. Uses teaching methods appropriate for objectives	5.00	
2. Uses instructional equipment	3.33	4.22
3. Uses instructional materials that provide practice	4.33	
CP VII COMMUNICATES WITH LEARNERS		
4. Gives directions and explanations	5.00	
5. Clarifies directions and explanations	5.00	
6. Uses responses & questions from learners	4.33	4.80
7. Provides feedback to learners	4.67	
8. Uses acceptable written and oral expression	5.00	

	Indicator Mean	Competency Mean
CP VIII DEMONSTRATES A TEACHING REPERTOIRE		
9. Implements learning activities	5.00	
10. Demonstrates ability to conduct lessons	2.00	3.5
11. Demonstrates ability to work with individuals	3.50	
CP IX REINFORCES AND ENCOURAGES LEARNER INVOLVEMENT		
12. Uses procedures which get learners involved	4.00	
13. Provides for learner participation	5.00	4.73
14. Maintains learner involvement	5.00	
15. Reinforces and encourages learners	5.00	
CP X DEMONSTRATES AN UNDERSTANDING OF SUBJECT		
16. Helps learners recognize purpose of topics	2.67	3.83
17. Demonstrates knowledge in the subject area	5.00	
CP XI ORGANIZES TIME, SPACE, MATERIALS		
18. Attends to routine tasks	3.67	
19. Uses instructional time effectively	5.00	4.43
20. Provides attractive learning environment	5.00	
IS XII DEMONSTRATES ENTHUSIASM FOR TEACHING		
1. Communicates personal enthusiasm	4.67	
2. Stimulates learner interest	4.00	4.44
3. Conveys impression of knowing what to do	4.67	
IS XIII HELPS LEARNERS DEVELOP POSITIVE SELF-CONCEPTS		
4. Demonstrates warmth and friendliness	5.00	
5. Demonstrates sensitivity to needs	5.00	5.00
6. Demonstrates patience, empathy and understanding	5.00	
IS XIV MANAGES CLASSROOM INTERACTIONS		
7. Provides feedback to learners about behavior	5.00	
8. Promotes comfortable interpersonal relationships	5.00	4.91
9. Maintains appropriate classroom behavior	4.67	
10. Manages disruptive behavior among learners	5.00	

Teacher: 126

TPAI SUMMARY SHEET

	Indicator Mean	Competency Mean
TPM I PLANS INSTRUCTION		
1. Specifies or selects learner objectives	4.33	
2. Specifies or selects teaching procedures	3.67	
3. Specifies or selects content, materials, & media	3.33	3.57
4. Specifies or selects materials for assessing	3.33	
5. Plans instruction at a variety of levels	3.00	
TPM II ORGANIZES INSTRUCTION		
6 Organizes instruction for different capabilities	3.67	
7. Organizes instruction for different learning styles	3.67	3.63
8. Organizes instruction for different rates of learning	3.50	
TPM III OBTAINS & USES INFORMATION ABOUT LEARNERS		
9. Uses teacher-made evaluation materials	4.00	3.50
10 Communicates with individual learners	3.00	
TPM IV REFERS LEARNERS TO SPECIALISTS		
11 Obtains and uses cumulative records	5.00	
12 Identifies learners who require assistance	4.67	4.63
13 Obtains and uses information from co workers	4.33	
TPM V OBTAINS & USES INFORMATION ABOUT EFFECTIVENESS		
14. Obtains information on effectiveness	4.00	4.17
15. Revises instruction as needed	4.33	
CP VI USES INSTRUCTIONAL TECHNIQUES METHODS		
1. Uses teaching methods appropriate for objectives	4.67	
2. Uses instructional equipment	4.00	4.33
3. Uses instructional materials that provide practice	4.33	
CP VII COMMUNICATES WITH LEARNERS		
4. Gives directions and explanations	5.00	
5. Clarifies directions and explanations	4.67	
6. Uses responses & questions from learners	4.67	4.47
7. Provides feedback to learners	3.33	
8. Uses acceptable written and oral expression	4.67	

	Indicator Mean	Competency Mean
CP VIII DEMONSTRATES A TEACHING REPERTOIRE		
9. Implements learning activities	4.33	
10. Demonstrates ability to conduct lessons	4.33	4.00
11. Demonstrates ability to work with individuals	3.00	
CP IX REINFORCES AND ENCOURAGES LEARNER INVOLVEMENT		
12. Uses procedures which get learners involved	3.00	
13. Provides for learner participation	4.50	4.22
14. Maintains learner involvement	5.00	
15. Reinforces and encourages learners	5.00	
CP X DEMONSTRATES AN UNDERSTANDING OF SUBJECT		
16. Helps learners recognize purpose of topics	2.50	3.60
17. Demonstrates knowledge in the subject area	4.33	
CP XI ORGANIZES TIME, SPACE, MATERIALS		
18. Attends to routine tasks	3.33	
19. Uses instructional time effectively	4.67	3.86
20. Provides attractive learning environment	3.00	
IS XII DEMONSTRATES ENTHUSIASM FOR TEACHING		
1. Communicates personal enthusiasm	4.67	
2. Stimulates learner interest	4.33	4.33
3. Conveys impression of knowing what to do	4.00	
IS XIII HELPS LEARNERS DEVELOP POSITIVE SELF-CONCEPTS		
4. Demonstrates warmth and friendliness	4.33	
5. Demonstrates sensitivity to needs	5.00	4.75
6. Demonstrates patience, empathy and understanding	5.00	
IS XIV MANAGES CLASSROOM INTERACTIONS		
7. Provides feedback to learners about behavior	5.00	
8. Promotes comfortable interpersonal relationships	5.00	4.80
9. Maintains appropriate classroom behavior	4.33	
10. Manages disruptive behavior among learners	5.00	

Teacher: 127

TPAI SUMMARY SHEET

	Indicator Mean	Competency Mean
TPM I PLANS INSTRUCTION		
1. Specifies or selects learner objectives	5.00	
2. Specifies or selects teaching procedures	4.33	
3. Specifies or selects content, materials, & media	4.67	4.46
4. Specifies or selects materials for assessing	4.00	
5. Plans instruction at a variety of levels	4.00	
TPM II ORGANIZES INSTRUCTION		
6. Organizes instruction for different capabilities	5.00	
7. Organizes instruction for different learning styles	4.00	4.43
8. Organizes instruction for different rates of learning	4.00	
TPM III OBTAINS & USES INFORMATION ABOUT LEARNERS		
9. Uses teacher-made evaluation materials	5.00	5.00
10. Communicates with individual learners	5.00	
TPM IV REFERS LEARNERS TO SPECIALISTS		
11. Obtains and uses cumulative records	5.00	
12. Identifies learners who require assistance	4.33	4.78
13. Obtains and uses information from co-workers	5.00	
TPM V OBTAINS & USES INFORMATION ABOUT EFFECTIVENESS		
14. Obtains information on effectiveness	4.00	4.33
15. Revises instruction as needed	4.67	
CP VI USES INSTRUCTIONAL TECHNIQUES, METHODS		
1. Uses teaching methods appropriate for objectives	5.00	
2. Uses instructional equipment	4.33	4.78
3. Uses instructional materials that provide practice	5.06	
CP VII COMMUNICATES WITH LEARNERS		
4. Gives directions and explanations	4.67	
5. Clarifies directions and explanations	5.00	
6. Uses responses & questions from learners	5.00	4.92
7. Provides feedback to learners	5.00	
8. Uses acceptable written and oral expression	5.00	

		Indicator Mean	Competency Mean
CP VIII	DEMONSTRATES A TEACHING REPERTOIRE		
9.	Implements learning activities	5.00	
10.	Demonstrates ability to conduct lessons	4.67	4.75
11.	Demonstrates ability to work with individuals	4.50	
CP IX	REINFORCES AND ENCOURAGES LEARNER INVOLVEMENT		
12.	Uses procedures which get learners involved	4.00	
13.	Provides for learner participation	4.67	4.64
14.	Maintains learner involvement	5.00	
15.	Reinforces and encourages learners	5.00	
CP X	DEMONSTRATES AN UNDERSTANDING OF SUBJECT		
16.	Helps learners recognize purpose of topics	1.00	4.00
17.	Demonstrates knowledge in the subject area	5.00	
CP XI	ORGANIZES TIME, SPACE, MATERIALS		
18.	Attends to routine tasks	3.67	
19.	Uses instructional time effectively	5.00	4.56
20.	Provides attractive learning environment	5.00	
IS XII	DEMONSTRATES ENTHUSIASM FOR TEACHING		
1.	Communicates personal enthusiasm	5.00	
2.	Stimulates learner interest	5.00	4.67
3.	Conveys impression of knowing what to do	4.00	
IS XIII	HELPS LEARNERS DEVELOP POSITIVE SELF-CONCEPTS		
4.	Demonstrates warmth and friendliness	4.67	
5.	Demonstrates sensitivity to needs	5.00	4.88
6.	Demonstrates patience, empathy and understanding	5.00	
IS XIV	MANAGES CLASSROOM INTERACTIONS		
7.	Provides feedback to learners about behavior	4.67	
8.	Promotes comfortable interpersonal relationships	5.00	4.82
9.	Maintains appropriate classroom behavior	4.67	
10.	Manages disruptive behavior among learners	5.00	

acher: 128

TPAI SUMMARY SHEET

	Indicator Mean	Competency Mean
TPM I PLANS INSTRUCTION		
1. Specifies or selects learner objectives	5.00	
2. Specifies or selects teaching procedures	4.00	
3. Specifies or selects content, materials, & media	4.00	4.13
4. Specifies or selects materials for assessing	4.00	
5. Plans instruction at a variety of levels	3.67	
TPM II ORGANIZES INSTRUCTION		
6. Organizes instruction for different capabilities	4.33	
7. Organizes instruction for different learning styles	3.33	3.67
8. Organizes instruction for different rates of learning	3.33	
TPM III OBTAINS & USES INFORMATION ABOUT LEARNERS		
9. Uses teacher-made evaluation materials	4.67	4.67
10. Communicates with individual learners	4.67	
TPM IV REFERS LEARNERS TO SPECIALISTS		
11. Obtains and uses cumulative records	5.00	
12. Identifies learners who require assistance	4.67	4.89
13. Obtains and uses information from co-workers	5.06	
TPM V OBTAINS & USES INFORMATION ABOUT EFFECTIVENESS		
14. Obtains information on effectiveness	4.33	4.67
15. Revises instruction as needed	5.00	
CP VI USES INSTRUCTIONAL TECHNIQUES, METHODS		
1. Uses teaching methods appropriate for objectives	5.00	
2. Uses instructional equipment	4.33	4.78
3. Uses instructional materials that provide practice	5.00	
CP VII COMMUNICATES WITH LEARNERS		
4. Gives directions and explanations	4.33	
5. Clarifies directions and explanations	5.00	
6. Uses responses & questions from learners	5.00	4.73
7. Provides feedback to learners	4.67	
8. Uses acceptable written and oral expression	4.6[illegible]	

	Indicator Mean	Competency Mean
CP VIII DEMONSTRATES A TEACHING REPERTOIRE		4.44
9. Implements learning activities	5.00	
10. Demonstrates ability to conduct lessons	4.67	
11. Demonstrates ability to work with individuals	3.67	
CP IX REINFORCES AND ENCOURAGES LEARNER INVOLVEMENT		4.75
12. Uses procedures which get learners involved	4.33	
13. Provides for learner participation	5.00	
14. Maintains learner involvement	4.67	
15. Reinforces and encourages learners	5.00	
CP X DEMONSTRATES AN UNDERSTANDING OF SUBJECT		4.17
16. Helps learners recognize purpose of topics	4.00	
17. Demonstrates knowledge in the subject area	4.33	
CP XI ORGANIZES TIME, SPACE, MATERIALS		4.89
18. Attends to routine tasks	4.67	
19. Uses instructional time effectively	5.00	
20. Provides attractive learning environment	5.00	
IS XII DEMONSTRATES ENTHUSIASM FOR TEACHING		4.89
1. Communicates personal enthusiasm	5.00	
2. Stimulates learner interest	4.67	
3. Conveys impression of knowing what to do	5.00	
IS XIII HELPS LEARNERS DEVELOP POSITIVE SELF-CONCEPTS		4.89
4. Demonstrates warmth and friendliness	4.67	
5. Demonstrates sensitivity to needs	5.00	
6. Demonstrates patience, empathy and understanding	5.00	
IS XIV MANAGES CLASSROOM INTERACTIONS		5.00
7. Provides feedback to learners about behavior	5.00	
8. Promotes comfortable interpersonal relationships	5.00	
9. Maintains appropriate classroom behavior	5.00	
10. Manages disruptive behavior among learners	5.00	

acher: 129

TPAI SUMMARY SHEET

	Indicator Mean	Competency Mean
TPM I PLANS INSTRUCTION		
1. Specifies or selects learner objectives	4.50	
2. Specifies or selects teaching procedures	4.50	
3. Specifies or selects content, materials, & media	4.00	4.10
4. Specifies or selects materials for assessing	3.50	
5. Plans instruction at a variety of levels	4.00	
TPM II ORGANIZES INSTRUCTION		
6. Organizes instruction for different capabilities	4.00	
7. Organizes instruction for different learning styles	3.50	3.67
8. Organizes instruction for different rates of learning	3.50	
TPM III OBTAINS & USES INFORMATION ABOUT LEARNERS		
9. Uses teacher-made evaluation materials	3.50	3.50
10. Communicates with individual learners	3.50	
TPM IV REFERS LEARNERS TO SPECIALISTS		
11. Obtains and uses cumulative records	5.00	
12. Identifies learners who require assistance	3.00	4.33
13. Obtains and uses information from co-workers	5.00	
TPM V OBTAINS & USES INFORMATION ABOUT EFFECTIVENESS		
14. Obtains information on effectiveness	4.00	4.00
15. Revises instruction as needed	4.00	
CP VI USES INSTRUCTIONAL TECHNIQUES, METHODS		
1. Uses teaching methods appropriate for objectives	4.00	
2. Uses instructional equipment	4.50	4,50
3. Uses instructional materials that provide practice	5.00	
CP VII COMMUNICATES WITH LEARNERS		
4. Gives directions and explanations	4.00	
5. Clarifies directions and explanations	4.50	
6. Uses responses & questions from learners	5.00	4,56
7. Provides feedback to learners	5.00	
8. Uses acceptable written and oral expression	4.50	

		Indicator Mean	Competency Mean
CP VIII	DEMONSTRATES A TEACHING REPERTOIRE		
9.	Implements learning activities	4.00	3.67
10.	Demonstrates ability to conduct lessons	4.00	
11.	Demonstrates ability to work with individuals	3.00	
CP IX	REINFORCES AND ENCOURAGES LEARNER INVOLVEMENT		
12.	Uses procedures which get learners involved	3.00	3.50
13.	Provides for learner participation	3.00	
14.	Maintains learner involvement	4.00	
15.	Reinforces and encourages learners	4.00	
CP X	DEMONSTRATES AN UNDERSTANDING OF SUBJECT		
16.	Helps learners recognize purpose of topics	3.00	3.50
17.	Demonstrates knowledge in the subject area	4.00	
CP XI	ORGANIZES TIME, SPACE, MATERIALS		
18.	Attends to routine tasks	3.50	4.25
19.	Uses instructional time effectively	5.00	
20.	Provides attractive learning environment	N/A	
IS XII	DEMONSTRATES ENTHUSIASM FOR TEACHING		
1.	Communicates personal enthusiasm	4.50	4.00
2.	Stimulates learner interest	3.00	
3.	Conveys impression of knowing what to do	4.50	
IS XIII	HELPS LEARNERS DEVELOP POSITIVE SELF-CONCEPTS		
4.	Demonstrates warmth and friendliness	5.00	4.50
5.	Demonstrates sensitivity to needs	4.50	
6.	Demonstrates patience, empathy and understanding	4.00	
IS XIV	MANAGES CLASSROOM INTERACTIONS		
7.	Provides feedback to learners about behavior	4.50	4.57
8.	Promotes comfortable interpersonal relationships	4.50	
9.	Maintains appropriate classroom behavior	4.50	
10.	Manages disruptive behavior among learners	5.00	

eacher: 130

TPAI SUMMARY SHEET

	Indicator Mean	Competency Mean
TPM I PLANS INSTRUCTION		
1. Specifies or selects learner objectives	3.50	
2. Specifies or selects teaching procedures	4.00	
3. Specifies or selects content, materials, & media	4.50	3.50
4. Specifies or selects materials for assessing	2.00	
5. Plans instruction at a variety of levels	3.50	
TPM II ORGANIZES INSTRUCTION		
6. Organizes instruction for different capabilities	4.00	
7. Organizes instruction for different learning styles	4.00	3.67
8. Organizes instruction for different rates of learning	3.00	
TPM III OBTAINS & USES INFORMATION ABOUT LEARNERS		
9. Uses teacher-made evaluation materials	2.00	2.75
10. Communicates with individual learners	3.50	
TPM IV REFERS LEARNERS TO SPECIALISTS		
11. Obtains and uses cumulative records	5.00	
12. Identifies learners who require assistance	5.00	4.83
13. Obtains and uses information from co-workers	4.50	
TPM V OBTAINS & USES INFORMATION ABOUT EFFECTIVENESS		
14. Obtains information on effectiveness	4.00	4.50
15. Revises instruction as needed	5.00	
CP VI USES INSTRUCTIONAL TECHNIQUES, METHODS		
1. Uses teaching methods appropriate for objectives	5.00	
2. Uses instructional equipment	3.50	4.50
3. Uses instructional materials that provide practice	5.00	
CP VII COMMUNICATES WITH LEARNERS		
4. Gives directions and explanations	4.50	
5. Clarifies directions and explanations	3.50	
6. Uses responses & questions from learners	3.50	3.90
7. Provides feedback to learners	3.00	
8. Uses acceptable written and oral expression	5.00	

	Indicator Mean	Competency Mean
CP VIII DEMONSTRATES A TEACHING REPERTOIRE		
9. Implements learning activities	4.00	3.60
10. Demonstrates ability to conduct lessons	3.00	
11. Demonstrates ability to work with individuals	4.00	
CP IX REINFORCES AND ENCOURAGES LEARNER INVOLVEMENT		
12. Uses procedures which get learners involved	2.00	4.13
13. Provides for learner participation	5.00	
14. Maintains learner involvement	5.00	
15. Reinforces and encourages learners	4.50	
CP X DEMONSTRATES AN UNDERSTANDING OF SUBJECT		
16. Helps learners recognize purpose of topics	1.00	2.50
17. Demonstrates knowledge in the subject area	4.00	
CP XI ORGANIZES TIME, SPACE, MATERIALS		
18. Attends to routine tasks	3.00	4.00
19. Uses instructional time effectively	5.00	
20. Provides attractive learning environment	4.00	
IS XII DEMONSTRATES ENTHUSIASM FOR TEACHING		
1. Communicates personal enthusiasm	4.00	3.33
2. Stimulates learner interest	3.00	
3. Conveys impression of knowing what to do	3.00	
IS XIII HELPS LEARNERS DEVELOP POSITIVE SELF-CONCEPTS		
4. Demonstrates warmth and friendliness	4.00	4.33
5. Demonstrates sensitivity to needs	4.50	
6. Demonstrates patience, empathy and understanding	4.50	
IS XIV MANAGES CLASSROOM INTERACTIONS		
7. Provides feedback to learners about behavior	4.50	4.63
8. Promotes comfortable interpersonal relationships	4.50	
9. Maintains appropriate classroom behavior	4.50	
10. Manages disruptive behavior among learners	5.00	

Teacher: 131

TPAI SUMMARY SHEET

	Indicator Mean	Competency Mean
TPM I PLANS INSTRUCTION		
1. Specifies or selects learner objectives	4.67	
2. Specifies or selects teaching procedures	4.00	
3. Specifies or selects content, materials, & media	3.67	4.00
4. Specifies or selects materials for assessing	3.67	
5. Plans instruction at a variety of levels	4.00	
TPM II ORGANIZES INSTRUCTION		
6. Organizes instruction for different capabilities	4.33	
7. Organizes instruction for different learning styles	3.67	3.89
8. Organizes instruction for different rates of learning	3.67	
TPM III OBTAINS & USES INFORMATION ABOUT LEARNERS		
9. Uses teacher-made evaluation materials	4.00	3.67
10. Communicates with individual learners	3.33	
TPM IV REFERS LEARNERS TO SPECIALISTS		
11. Obtains and uses cumulative records	5.00	
12. Identifies learners who require assistance	1.00	4.43
13. Obtains and uses information from co-workers	5.00	
TPM V OBTAINS & USES INFORMATION ABOUT EFFECTIVENESS		
14. Obtains information on effectiveness	2.00	3.00
15. Revises instruction as needed	4.00	
CP VI USES INSTRUCTIONAL TECHNIQUES, METHODS		
1. Uses teaching methods appropriate for objectives	5.00	
2. Uses instructional equipment	4.33	4.56
3. Uses instructional materials that provide practice	4.33	
CP VII COMMUNICATES WITH LEARNERS		
4. Gives directions and explanations	4.67	
5. Clarifies directions and explanations	4.67	
6. Uses responses & questions from learners	4.67	4.53
7. Provides feedback to learners	3.67	
8. Uses acceptable written and oral expression	5.00	

	Indicator Mean	Competency Mean
CP VIII DEMONSTRATES A TEACHING REPERTOIRE		
9. Implements learning activities	4.33	4.00
10. Demonstrates ability to conduct lessons	4.33	
11. Demonstrates ability to work with individuals	3.33	
CP IX REINFORCES AND ENCOURAGES LEARNER INVOLVEMENT		
12. Uses procedures which get learners involved	3.33	4.25
13. Provides for learner participation	5.00	
14. Maintains learner involvement	4.33	
15. Reinforces and encourages learners	4.33	
CP X DEMONSTRATES AN UNDERSTANDING OF SUBJECT		
16. Helps learners recognize purpose of topics	2.50	3.60
17. Demonstrates knowledge in the subject area	4.33	
CP XI ORGANIZES TIME, SPACE, MATERIALS		
18. Attends to routine tasks	3.00	4.22
19. Uses instructional time effectively	5.00	
20. Provides attractive learning environment	4.67	
IS XII DEMONSTRATES ENTHUSIASM FOR TEACHING		
1. Communicates personal enthusiasm	4.67	4.22
2. Stimulates learner interest	4.00	
3. Conveys impression of knowing what to do	4.00	
IS XIII HELPS LEARNERS DEVELOP POSITIVE SELF-CONCEPTS		
4. Demonstrates warmth and friendliness	4.33	4.44
5. Demonstrates sensitivity to needs	4.67	
6. Demonstrates patience, empathy and understanding	4.33	
IS XIV MANAGES CLASSROOM INTERACTIONS		
7. Provides feedback to learners about behavior	4.67	4.60
8. Promotes comfortable interpersonal relationships	4.67	
9. Maintains appropriate classroom behavior	4.00	
10. Manages disruptive behavior among learners	5.00	

eacher: 132

TPAI SUMMARY SHEET

	Indicator Mean	Competency Mean
TPM I PLANS INSTRUCTION		
1. Specifies or selects learner objectives	5.00	4.00
2. Specifies or selects teaching procedures	4.00	
3. Specifies or selects content, materials, & media	3.50	
4. Specifies or selects materials for assessing	3.50	
5. Plans instruction at a variety of levels	4.00	
TPM II ORGANIZES INSTRUCTION		
6. Organizes instruction for different capabilities	4.50	4.20
7. Organizes instruction for different learning styles	4.50	
8. Organizes instruction for different rates of learning	3.00	
TPM III OBTAINS & USES INFORMATION ABOUT LEARNERS		
9. Uses teacher-made evaluation materials	4.50	4.00
10. Communicates with individual learners	3.50	
TPM IV REFERS LEARNERS TO SPECIALISTS		
11. Obtains and uses cumulative records	5.00	5.00
12. Identifies learners who require assistance	5.00	
13. Obtains and uses information from co-workers	5.00	
TPM V OBTAINS & USES INFORMATION ABOUT EFFECTIVENESS		
14. Obtains information on effectiveness	4.00	4.50
15. Revises instruction as needed	5.00	
CP VI USES INSTRUCTIONAL TECHNIQUES, METHODS		
1. Uses teaching methods appropriate for objectives	5.00	4.50
2. Uses instructional equipment	3.50	
3. Uses instructional materials that provide practice	5.00	
CP VII COMMUNICATES WITH LEARNERS		
4. Gives directions and explanations	4.50	4.40
5. Clarifies directions and explanations	4.50	
6. Uses responses & questions from learners	4.00	
7. Provides feedback to learners	4.00	
8. Uses acceptable written and oral expression	5.00	

	Indicator Mean	Competency Mean
CP VIII DEMONSTRATES A TEACHING REPERTOIRE		
9. Implements learning activities	4.50	3.60
10 Demonstrates ability to conduct lessons	3.00	
11. Demonstrates ability to work with individuals	3.00	
CP IX REINFORCES AND ENCOURAGES LEARNER INVOLVEMENT		
12. Uses procedures which get learners involved	4.00	4.50
13. Provides for learner participation	5.00	
14. Maintains learner involvement	4.00	
15. Reinforces and encourages learners	5.00	
CP X DEMONSTRATES AN UNDERSTANDING OF SUBJECT		
16. Helps learners recognize purpose of topics	2.00	3.67
17. Demonstrates knowledge in the subject area	4.50	
CP XI ORGANIZES TIME, SPACE, MATERIALS		
18. Attends to routine tasks	4.00	4.67
19. Uses instructional time effectively	5.00	
20. Provides attractive learning environment	5.00	
CP XII DEMONSTRATES ENTHUSIASM FOR TEACHING		
1. Communicates personal enthusiasm	5.00	4.50
2. Stimulates learner interest	4.50	
3. Conveys impression of knowing what to do	4.00	
CP XIII HELPS LEARNERS DEVELOP POSITIVE SELF-CONCEPTS		
4. Demonstrates warmth and friendliness	4.50	4.67
5. Demonstrates sensitivity to needs	5.00	
6. Demonstrates patience, empathy and understanding	4.50	
CP XIV MANAGES CLASSROOM INTERACTIONS		
7. Provides feedback to learners about behavior	4.50	4.43
8. Promotes comfortable interpersonal relationships	4.00	
9. Maintains appropriate classroom behavior	4.00	
10. Manages disruptive behavior among learners	5.00	

Teacher: 133

TPAI SUMMARY SHEET

	Indicator Mean	Competency Mean
TPM I PLANS INSTRUCTION		
1. Specifies or selects learner objectives	4.33	3.87
2. Specifies or selects teaching procedures	3.67	
3. Specifies or selects content, materials, & media	4.00	
4. Specifies or selects materials for assessing	4.00	
5. Plans instruction at a variety of levels	3.33	
TPM II ORGANIZES INSTRUCTION		
6. Organizes instruction for different capabilities	4.00	3.44
7. Organizes instruction for different learning styles	3.33	
8. Organizes instruction for different rates of learning	3.00	
TPM III OBTAINS & USES INFORMATION ABOUT LEARNERS		
9. Uses teacher-made evaluation materials	4.67	4.33
10. Communicates with individual learners	4.00	
TPM IV REFERS LEARNERS TO SPECIALISTS		
11. Obtains and uses cumulative records	4.00	4.71
12. Identifies learners who require assistance	4.67	
13. Obtains and uses information from co-workers	5.00	
TPM V OBTAINS & USES INFORMATION ABOUT EFFECTIVENESS		
14. Obtains information on effectiveness	4.00	4.00
15. Revises instruction as needed	4.00	
CP VI USES INSTRUCTIONAL TECHNIQUES, METHODS		
1. Uses teaching methods appropriate for objectives	4.67	4.44
2. Uses instructional equipment	4.33	
3. Uses instructional materials that provide practice	4.33	
CP VII COMMUNICATES WITH LEARNERS		
4. Gives directions and explanations	4.67	4.53
5. Clarifies directions and explanations	4.67	
6. Uses responses & questions from learners	4.33	
7. Provides feedback to learners	4.00	
8. Uses acceptable written and oral expression	5.00	

	Indicator Mean	Competency Mean
CP VIII DEMONSTRATES A TEACHING REPERTOIRE		
9. Implements learning activities	4.00	
10. Demonstrates ability to conduct lessons	3.67	3.83
11. Demonstrates ability to work with individuals	N/A	
CP IX REINFORCES AND ENCOURAGES LEARNER INVOLVEMENT		
12. Uses procedures which get learners involved	3.67	
13. Provides for learner participation	5.00	4.55
14. Maintains learner involvement	5.00	
15. Reinforces and encourages learners	4.67	
CP X DEMONSTRATES AN UNDERSTANDING OF SUBJECT		
16. Helps learners recognize purpose of topics	3.00	3.80
17. Demonstrates knowledge in the subject area	4.33	
CP XI ORGANIZES TIME, SPACE, MATERIALS		
18. Attends to routine tasks	3.00	
19. Uses instructional time effectively	4.67	4.11
20. Provides attractive learning environment	4.67	
IS XII DEMONSTRATES ENTHUSIASM FOR TEACHING		
1. Communicates personal enthusiasm	4.33	
2. Stimulates learner interest	4.33	4.33
3. Conveys impression of knowing what to do	4.33	
IS XIII HELPS LEARNERS DEVELOP POSITIVE SELF-CONCEPTS		
4. Demonstrates warmth and friendliness	4.67	
5. Demonstrates sensitivity to needs	4.67	4.75
6. Demonstrates patience, empathy and understanding	5.00	
IS XIV MANAGES CLASSROOM INTERACTIONS		
7. Provides feedback to learners about behavior	4.33	
8. Promotes comfortable interpersonal relationships	4.50	4.44
9. Maintains appropriate classroom behavior	4.00	
10. Manages disruptive behavior among learners	5.00	

Teacher: 101

TPAI PROFESSIONAL STANDARDS SUMMARY SHEET

		Indicator Mean	Competency Mean
XV.	MEETS PROFESSIONAL RESPONSIBILITIES		
1.	Works cooperatively with colleagues	5.00	4.80
2.	Follows policies and procedures	5.00	
3.	Demonstrates ethical behavior	5.00	
4.	Performs extra-instructional duties	4.00	
XVI.	ENGAGES IN PROFESSIONAL SELF DEVELOPMENT		
5.	Participates in professional growth activities	5.00	4.80
6.	Shares and seeks professional materials	4.50	

Teacher: 102

TPAI PROFESSIONAL STANDARDS SUMMARY SHEET

		Indicator Mean	Competency Mean
XV.	MEETS PROFESSIONAL RESPONSIBILITIES		
1.	Works cooperatively with colleagues	5.00	5.00
2.	Follows policies and procedures	5.00	
3.	Demonstrates ethical behavior	5.00	
4.	Performs extra-instructional duties	5.00	
XVI.	ENGAGES IN PROFESSIONAL SELF DEVELOPMENT		
5.	Participates in professional growth activities	5.00	5.00
6.	Shares and seeks professional materials	5.00	

Teacher: 103

TPAI PROFESSIONAL STANDARDS SUMMARY SHEET

		Indicator Mean	Competency Mean
XV.	MEETS PROFESSIONAL RESPONSIBILITIES		
1.	Works cooperatively with colleagues	5.00	5.00
2.	Follows policies and procedures	5.00	
3.	Demonstrates ethical behavior	5.00	
4.	Performs extra-instructional duties	5.00	
XVI.	ENGAGES IN PROFESSIONAL SELF DEVELOPMENT		
5.	Participates in professional growth activities	5.00	5.00
6.	Shares and seeks professional materials	5.00	

Teacher: 104

TPAI PROFESSIONAL STANDARDS SUMMARY SHEET

	Indicator Mean	Competency Mean
XV. MEETS PROFESSIONAL RESPONSIBILITIES		
1. Works cooperatively with colleagues	3.00	4.33
2. Follows policies and procedures	5.00	
3. Demonstrates ethical behavior	5.00	
4. Performs extra-instructional duties	N/A	
XVI. ENGAGES IN PROFESSIONAL SELF DEVELOPMENT		
5. Participates in professional growth activities	4.00	3.50
6. Shares and seeks professional materials	3.00	

Teacher: 105

TPAI PROFESSIONAL STANDARDS SUMMARY SHEET

	Indicator Mean	Competency Mean
XV. MEETS PROFESSIONAL RESPONSIBILITIES		
1. Works cooperatively with colleagues	4.50	
2. Follows policies and procedures	5.00	4.38
3. Demonstrates ethical behavior	4.50	
4. Performs extra-instructional duties	3.50	
XVI. ENGAGES IN PROFESSIONAL SELF DEVELOPMENT		
5. Participates in professional growth activities	4.00	4.30
6. Shares and seeks professional materials	4.50	

Teacher: 106

TPAI PROFESSIONAL STANDARDS SUMMARY SHEET

		Indicator Mean	Competency Mean
XV.	MEETS PROFESSIONAL RESPONSIBILITIES		
1.	Works cooperatively with colleagues	5.00	5.00
2.	Follows policies and procedures	5.00	
3.	Demonstrates ethical behavior	5.00	
4.	Performs extra-instructional duties	5.00	
XVI.	ENGAGES IN PROFESSIONAL SELF DEVELOPMENT		
5.	Participates in professional growth activities	5.00	5.00
6.	Shares and seeks professional materials	5.00	

Teacher: 107

TPAI PROFESSIONAL STANDARDS SUMMARY SHEET

		Indicator Mean	Competency Mean
XV.	MEETS PROFESSIONAL RESPONSIBILITIES		
1.	Works cooperatively with colleagues	5.00	5.00
2.	Follows policies and procedures	5.00	
3.	Demonstrates ethical behavior	5.00	
4.	Performs extra-instructional duties	5.00	
XVI.	ENGAGES IN PROFESSIONAL SELF DEVELOPMENT		
5.	Participates in professional growth activities	4.00	3.50
6.	Shares and seeks professional materials	3.00	

Teacher: 108

TPAI PROFESSIONAL STANDARDS SUMMARY SHEET

		Indicator Mean	Competency Mean
XV.	MEETS PROFESSIONAL RESPONSIBILITIES		
1.	Works cooperatively with colleagues	2.00	3.33
2.	Follows policies and procedures	5.00	
3.	Demonstrates ethical behavior	N/A	
4.	Performs extra-instructional duties	3.00	
XVI.	ENGAGES IN PROFESSIONAL SELF DEVELOPMENT		
5.	Participates in professional growth activities	4.00	3.50
6.	Shares and seeks professional materials	3.00	

Teacher: 109

1

TPAI PROFESSIONAL STANDARDS SUMMARY SHEET

		Indicator Mean	Competency Mean
XV.	MEETS PROFESSIONAL RESPONSIBILITIES		
1.	Works cooperatively with colleagues	N/A	4.50
2.	Follows policies and procedures	N/A	
3.	Demonstrates ethical behavior	5.00	
4.	Performs extra-instructional duties	4.00	
XVI.	ENGAGES IN PROFESSIONAL SELF DEVELOPMENT		
5.	Participates in professional growth activities	4.00	4.50
6.	Shares and seeks professional materials	5.00	

Teacher: 110

TPAI PROFESSIONAL STANDARDS SUMMARY SHEET

	Indicator Mean	Competency Mean
XV. MEETS PROFESSIONAL RESPONSIBILITIES		
1. Works cooperatively with colleagues	4.50	4.38
2. Follows policies and procedures	5.00	
3. Demonstrates ethical behavior	5.00	
4. Performs extra-instructional duties	3.00	
XVI. ENGAGES IN PROFESSIONAL SELF DEVELOPMENT		
5. Participates in professional growth activities	5.00	4.80
6. Shares and seeks professional materials	4.00	

Teacher: 111

TPAI PROFESSIONAL STANDARDS SUMMARY SHEET

		Indicator Mean	Competency Mean
XV.	MEETS PROFESSIONAL RESPONSIBILITIES		
1.	Works cooperatively with colleagues	3.00	4.50
2.	Follows policies and procedures	5.00	
3.	Demonstrates ethical behavior	5.00	
4.	Performs extra-instructional duties	5.00	
XVI.	ENGAGES IN PROFESSIONAL SELF DEVELOPMENT		
5.	Participates in professional growth activities	5.00	5.00
6.	Shares and seeks professional materials	5.00	

Teacher: 112

TPAI PROFESSIONAL STANDARDS SUMMARY SHEET

		Indicator Mean	Competency Mean
XV.	MEETS PROFESSIONAL RESPONSIBILITIES		
1.	Works cooperatively with colleagues	5.00	4.80
2.	Follows policies and procedures	5.00	
3.	Demonstrates ethical behavior	5.00	
4.	Performs extra-instructional duties	4.00	
XVI.	ENGAGES IN PROFESSIONAL SELF DEVELOPMENT		
5.	Participates in professional growth activities	4.50	4.80
6.	Shares and seeks professional materials	5.00	

Teacher: 113

TPAI PROFESSIONAL STANDARDS SUMMARY SHEET

		Indicator Mean	Competency Mean
XV.	MEETS PROFESSIONAL RESPONSIBILITIES		
1.	Works cooperatively with colleagues	5.00	
2.	Follows policies and procedures	5.00	5.00
3.	Demonstrates ethical behavior	5.00	
4.	Performs extra-instructional duties	5.00	
XVI.	ENGAGES IN PROFESSIONAL SELF DEVELOPMENT		
5.	Participates in professional growth activities	5.00	5.00
6.	Shares and seeks professional materials	5.00	

Teacher: 114

TPAI PROFESSIONAL STANDARDS SUMMARY SHEET

		Indicator Mean	Competency Mean
XV.	MEETS PROFESSIONAL RESPONSIBILITIES		
1.	Works cooperatively with colleagues	5.00	5.00
2.	Follows policies and procedures	5.00	
3.	Demonstrates ethical behavior	5.00	
4.	Performs extra-instructional duties	5.00	
XVI.	ENGAGES IN PROFESSIONAL SELF DEVELOPMENT		
5.	Participates in professional growth activities	5.00	5.00
6.	Shares and seeks professional materials	5.00	

Teacher: 115

TPAI PROFESSIONAL STANDARDS SUMMARY SHEET

		Indicator Mean	Competency Mean
XV.	MEETS PROFESSIONAL RESPONSIBILITIES		
1.	Works cooperatively with colleagues	5.00	4.50
2.	Follows policies and procedures	5.00	
3.	Demonstrates ethical behavior	5.00	
4.	Performs extra-instructional duties	3.00	
XVI.	ENGAGES IN PROFESSIONAL SELF DEVELOPMENT		
5.	Participates in professional growth activities	4.00	4.50
6.	Shares and seeks professional materials	5.00	

Teacher: 116

TPAI PROFESSIONAL STANDARDS SUMMARY SHEET

		Indicator Mean	Competency Mean
XV.	MEETS PROFESSIONAL RESPONSIBILITIES		
1.	Works cooperatively with colleagues	5.00	
2.	Follows policies and procedures	5.00	4.80
3.	Demonstrates ethical behavior	5.00	
4.	Performs extra-instructional duties	4.00	
XVI.	ENGAGES IN PROFESSIONAL SELF DEVELOPMENT		
5.	Participates in professional growth activities	4.00	4.30
6.	Shares and seeks professional materials	4.50	

Teacher: 117

TPAI PROFESSIONAL STANDARDS SUMMARY SHEET

	Indicator Mean	Competency Mean
XV. MEETS PROFESSIONAL RESPONSIBILITIES		N/A
1. Works cooperatively with colleagues	N/A	
2. Follows policies and procedures	N/A	
3. Demonstrates ethical behavior	N/A	
4. Performs extra-instructional duties	N/A	
XVI. ENGAGES IN PROFESSIONAL SELF DEVELOPMENT		N/A
5. Participates in professional growth activities	N/A	
6. Shares and seeks professional materials	N/A	

Teacher: 118

TPAI PROFESSIONAL STANDARDS SUMMARY SHEET

	Indicator Mean	Competency Mean
XV. MEETS PROFESSIONAL RESPONSIBILITIES		4.67
1. Works cooperatively with colleagues	4.00	
2. Follows policies and procedures	5.00	
3. Demonstrates ethical behavior	5.00	
4. Performs extra-instructional duties	N/A	
XVI. ENGAGES IN PROFESSIONAL SELF DEVELOPMENT		5.00
5. Participates in professional growth activities	5.00	
6. Shares and seeks professional materials	5.00	

Teacher: 119

TPAI PROFESSIONAL STANDARDS SUMMARY SHEET

	Indicator Mean	Competency Mean
XV. MEETS PROFESSIONAL RESPONSIBILITIES		
1. Works cooperatively with colleagues	4.50	
2. Follows policies and procedures	5.00	4.43
3. Demonstrates ethical behavior	5.00	
4. Performs extra-instructional duties	2.00	
XVI. ENGAGES IN PROFESSIONAL SELF DEVELOPMENT		
5. Participates in professional growth activities	4.00	4.00
6. Shares and seeks professional materials	N/A	

Teacher: 120

TPAI PROFESSIONAL STANDARDS SUMMARY SHEET

	Indicator Mean	Competency Mean
XV. MEETS PROFESSIONAL RESPONSIBILITIES		
1. Works cooperatively with colleagues	5.00	5.00
2. Follows policies and procedures	5.00	
3. Demonstrates ethical behavior	5.00	
4. Performs extra-instructional duties	5.00	
XVI. ENGAGES IN PROFESSIONAL SELF DEVELOPMENT		
5. Participates in professional growth activities	5.00	5.00
6. Shares and seeks professional materials	5.00	

Teacher: 121

TPAI PROFESSIONAL STANDARDS SUMMARY SHEET

		Indicator Mean	Competency Mean
XV.	MEETS PROFESSIONAL RESPONSIBILITIES		
1.	Works cooperatively with colleagues	5.00	4.88
2.	Follows policies and procedures	5.00	
3.	Demonstrates ethical behavior	5.00	
4.	Performs extra-instructional duties	4.50	
XVI.	ENGAGES IN PROFESSIONAL SELF DEVELOPMENT		
5.	Participates in professional growth activities	4.50	4.30
6.	Shares and seeks professional materials	4.00	

Teacher: 122

TPAI PROFESSIONAL STANDARDS SUMMARY SHEET

		Indicator Mean	Competency Mean
XV.	MEETS PROFESSIONAL RESPONSIBILITIES		4.50
1.	Works cooperatively with colleagues	4.00	
2.	Follows policies and procedures	5.00	
3.	Demonstrates ethical behavior	5.00	
4.	Performs extra-instructional duties	4.00	
XVI.	ENGAGES IN PROFESSIONAL SELF DEVELOPMENT		5.00
5.	Participates in professional growth activities	5.00	
6.	Shares and seeks professional materials	N/A	

Teacher: 123

TPAI PROFESSIONAL STANDARDS SUMMARY SHEET

	Indicator Mean	Competency Mean
XV. MEETS PROFESSIONAL RESPONSIBILITIES		
1. Works cooperatively with colleagues	4.00	4.66
2. Follows policies and procedures	5.00	
3. Demonstrates ethical behavior	5.00	
4. Performs extra-instructional duties	4.50	
XVI. ENGAGES IN PROFESSIONAL SELF DEVELOPMENT		
5. Participates in professional growth activities	5.00	4.67
6. Shares and seeks professional materials	4.50	

Teacher: 124

TPAI PROFESSIONAL STANDARDS SUMMARY SHEET

		Indicator Mean	Competency Mean
XV.	MEETS PROFESSIONAL RESPONSIBILITIES		
1.	Works cooperatively with colleagues	4.00	4.30
2.	Follows policies and procedures	5.00	
3.	Demonstrates ethical behavior	5.00	
4.	Performs extra-instructional duties	3.00	
XVI.	ENGAGES IN PROFESSIONAL SELF DEVELOPMENT		
5.	Participates in professional growth activities	4.00	3.50
6.	Shares and seeks professional materials	3.00	

Teacher: 125

TPAI PROFESSIONAL STANDARDS SUMMARY SHEET

		Indicator Mean	Competency Mean
XV.	MEETS PROFESSIONAL RESPONSIBILITIES		
1.	Works cooperatively with colleagues	N/A	N/A
2.	Follows policies and procedures	N/A	
3.	Demonstrates ethical behavior	N/A	
4.	Performs extra-instructional duties	N/A	
XVI.	ENGAGES IN PROFESSIONAL SELF DEVELOPMENT		
5.	Participates in professional growth activities	N/A	N/A
6.	Shares and seeks professional materials	N/A	

Teacher: 126

TPAI PROFESSIONAL STANDARDS SUMMARY SHEET

		Indicator Mean	Competency Mean
XV.	MEETS PROFESSIONAL RESPONSIBILITIES		
1.	Works cooperatively with colleagues	5.00	4.63
2.	Follows policies and procedures	5.00	
3.	Demonstrates ethical behavior	5.00	
4.	Performs extra-instructional duties	3.50	
XVI.	ENGAGES IN PROFESSIONAL SELF DEVELOPMENT		
5.	Participates in professional growth activities	5.00	5.00
6.	Shares and seeks professional materials	5.00	

Teacher: 127

TPAI PROFESSIONAL STANDARDS SUMMARY SHEET

	Indicator Mean	Competency Mean
XV. MEETS PROFESSIONAL RESPONSIBILITIES		
1. Works cooperatively with colleagues	N/A	N/A
2. Follows policies and procedures	N/A	
3. Demonstrates ethical behavior	N/A	
4. Performs extra-instructional duties	N/A	
XVI. ENGAGES IN PROFESSIONAL SELF DEVELOPMENT		
5. Participates in professional growth activities	N/A	N/A
6. Shares and seeks professional materials	N/A	

Teacher: 128

TPAI PROFESSIONAL STANDARDS SUMMARY SHEET

	Indicator Mean	Competency Mean
XV. MEETS PROFESSIONAL RESPONSIBILITIES		
1. Works cooperatively with colleagues	5.00	5.00
2. Follows policies and procedures	5.00	
3. Demonstrates ethical behavior	5.00	
4. Performs extra-instructional duties	5.00	
XVI. ENGAGES IN PROFESSIONAL SELF DEVELOPMENT		
5. Participates in professional growth activities	5.00	5.00
6. Shares and seeks professional materials	5.00	

Teacher: 129

TPAI PROFESSIONAL STANDARDS SUMMARY SHEET

	Indicator Mean	Competency Mean
XV. MEETS PROFESSIONAL RESPONSIBILITIES		
1. Works cooperatively with colleagues	4.00	4.00
2. Follows policies and procedures	4.00	
3. Demonstrates ethical behavior	N/A	
4. Performs extra-instructional duties	N/A	
XVI. ENGAGES IN PROFESSIONAL SELF DEVELOPMENT		
5. Participates in professional growth activities	N/A	5.00
6. Shares and seeks professional materials	5.00	

Teacher: 130

TPAI PROFESSIONAL STANDARDS SUMMARY SHEET

		Indicator Mean	Competency Mean
XV.	MEETS PROFESSIONAL RESPONSIBILITIES		
1.	Works cooperatively with colleagues	4.00	
2.	Follows policies and procedures	5.00	4.47
3.	Demonstrates ethical behavior	5.00	
4.	Performs extra-instructional duties	N/A	
XVI.	ENGAGES IN PROFESSIONAL SELF DEVELOPMENT		
5.	Participates in professional growth activities	N/A	
6.	Shares and seeks professional materials	4.00	4.00

Teacher: 131

TPAI PROFESSIONAL STANDARDS SUMMARY SHEET

	Indicator Mean	Competency Mean
XV. MEETS PROFESSIONAL RESPONSIBILITIES		
1. Works cooperatively with colleagues	N/A	N/A
2. Follows policies and procedures	N/A	
3. Demonstrates ethical behavior	N/A	
4. Performs extra-instructional duties	N/A	
XVI. ENGAGES IN PROFESSIONAL SELF DEVELOPMENT		
5. Participates in professional growth activities	N/A	N/A
6. Shares and seeks professional materials	N/A	

Teacher: 132

TPAI PROFESSIONAL STANDARDS SUMMARY SHEET

	Indicator Mean	Competency Mean
XV. MEETS PROFESSIONAL RESPONSIBILITIES		
1. Works cooperatively with colleagues	5.00	4.80
2. Follows policies and procedures	5.00	
3. Demonstrates ethical behavior	5.00	
4. Performs extra-instructional duties	4.00	
XVI. ENGAGES IN PROFESSIONAL SELF DEVELOPMENT		
5. Participates in professional growth activities	5.00	5.00
6. Shares and seeks professional materials	5.00	

Teacher: 133

TPAI PROFESSIONAL STANDARDS SUMMARY SHEET

		Indicator Mean	Competency Mean
XV.	MEETS PROFESSIONAL RESPONSIBILITIES		
1.	Works cooperatively with colleagues	4.50	4.63
2.	Follows policies and procedures	5.00	
3.	Demonstrates ethical behavior	5.00	
4.	Performs extra-instructional duties	4.00	
XVI.	ENGAGES IN PROFESSIONAL SELF DEVELOPMENT		
5.	Participates in professional growth activities	5.00	5.00
6.	Shares and seeks professional materials	5.00	

APPENDIX D

SECT/SLP Profiles

101

[redacted]

I.D. Number [redacted]

					overall MEAN
I. COORDINATES AND MANAGES PROGRAM					
A. Informs faculty of services	5	4	4	=4.33	
B. Develops schedule	5	5	4	4.67	
C. Maintains records and student information	4	4	2	=3.33	4.17
D. Implements procedures	4	4	5	=4.33	
II. EMPLOYS CASE ADMINISTRATION PROCEDURES					
A. Follows through on referrals	4	5	4	= 4.33	
B. Makes referrals for further evaluations	5	3	3	- 3.67	
C. Uses entrance criteria	4	3	2	=3.00	3.67
D. Uses exit criteria	5	3	3	=3.67	
III. EVALUATES STUDENTS FOR SPEECH LANGUAGE IMPAIRMENTS					
A. Obtains and uses information	☐	☐	5	=5.00	5.00
B. Selects and organizes evaluation procedures	☐	☐	5	=5.00	
IV. PLANS STUDENT SPEECH-LANGUAGE PROGRAM					
A. Utilizes available information for long range goals	☐	3	3	= 3.00	
B. Develops short term objectives	☐	5	4	=4.50	3.83
C. Adjusts student objectives	☐	4	4	=4.00	
V. USES PROCEDURES AND MATERIALS FOR THERAPY					
A. Uses appropriate materials	☐	☐	4	=4.00	4.00
B. Meets individual student needs	☐	☐	4	=4.00	
VI. COMMUNICATES WITH OTHERS					
A. Uses standard English when speaking	5	5	5	=5.00	
B. Uses standard English when writing	5	5	4	=4.67	4.67
C. Provides clear instructions and explanations	4	4	5	=4.33	

						MLAN
VII. EVOKES DESIRED RESPONSES FROM STUDENTS						
A. Gains students' attention		☐	☐	5	=5.00	
B. Provides stimuli or cues		☐	☐	4	=4.00	4.67
C. Obtains responses for evaluation		☐	☐	5	=5.00	
VIII. PROMOTES BEHAVIORAL CHANGE						
A. Provides motivating activities		☐	☐	3	=3.00	
B. Records responses		☐	☐	4	=4.00	3.67
C. Discriminates between correct/incorrect responses		☐	☐	4	=4.00	
IX. PROVIDES A POSITIVE LEARNING ATMOSPHERE						
A. Maintains physical environment		5	4	5	=4.67	
B. Maintains on-task behavior		5	4	5	=4.67	4.4
C. Maintains effective working relationships		5	4	4	=4.33	
D. Reinforces responses of students		4	4	4	=4.00	
X. MEETS PROFESSIONAL OBLIGATIONS & RESPONSIBILITIES						
A. Demonstrates independent work habits	a b c d D P S	5	5	☐	=5.00	
B. Demonstrates professional conduct	a b c d D P S	5	5	☐	=5.00	5.0
C. Demonstrates ethical behavior	a b c d D P S	5	5	☐	=5.00	
XI. ENGAGES IN SELF-IMPROVEMENT						
A. Determines professional needs	a b c d D P S	5	5	☐	5.00	
B. Participates in professional growth	a b c d D / / / / P S	4	5	5	=4.67	4.84

Form 11-79 SECT/SLP

102

16.

I.D. Number [redacted]

					MEAN
I. COORDINATES AND MANAGES PROGRAM					
A. Informs faculty of services	4	3	3	=3.33	
B. Develops schedule	5	5	4	=4.67	
C. Maintains records and student information	5	4	3	=4.00	4.00
D. Implements procedures	5	4	3	=4.00	
II. EMPLOYS CASE ADMINISTRATION PROCEDURES					
A. Follows through on referrals	5	5	4	=4.67	
B. Makes referrals for further evaluations	5	4	3	=4.00	
C. Uses entrance criteria	5	3	2	=4.00	3.92
D. Uses exit criteria	5	4	2	=3.67	
III. EVALUATES STUDENTS FOR SPEECH-LANGUAGE IMPAIRMENTS					
A. Obtains and uses information			N/A	N/A	NA
B. Selects and organizes evaluation procedures			N/A	N/A	
IV. PLANS STUDENT SPEECH-LANGUAGE PROGRAM					
A. Utilizes available information for long range goals		4	3	=3.50	
B. Develops short term objectives		5	4	4.50	3.50
C. Adjusts student objectives		3	2	2.50	
V.. USES PROCEDURES AND MATERIALS FOR THERAPY					
A. Uses appropriate materials		3	4	3.50	3.30
B. Meets individual student needs		3	N/A	3.00	
VI. COMMUNICATES WITH OTHERS					
A. Uses standard English when speaking	4	5	5	=4.67	
B. Uses standard English when writing	4	5	4	4.33	4.44
C. Provides clear instructions and explanations	5	4	4	4.33	

						MEAN
VII. EVOKES DESIRED RESPONSES FROM STUDENTS						
A. Gains students' attention		☐	☐	4	4.00	
B. Provides stimuli or cues		☐	☐	3	3.00	3.3
C. Obtains responses for evaluation		☐	☐	3	3.00	
VIII. PROMOTES BEHAVIORAL CHANGE						
A. Provides motivating activities		☐	☐	3	3.00	
B. Records responses		☐	☐	4	4.00	4.0
C. Discriminates between correct/incorrect responses		☐	☐	5	5.00	
IX. PROVIDES A POSITIVE LEARNING ATMOSPHERE						
A. Maintains physical environment		5	4	NA	=4.50	
B. Maintains on-task behavior		5	4	3	=4.00	4.4
C. Maintains effective working relationships		5	5	4	=4.67	
D. Reinforces responses of students		5	4	4	=4.33	
X. MEETS PROFESSIONAL OBLIGATIONS & RESPONSIBILITIES						
A. Demonstrates independent work habits	a b c d D ☐☐☐☐ P ☐☐☐☐ S ☒☒☒☐	4	4	☐	4.00	
B. Demonstrates professional conduct	a b c d D ☐☐☐☐ P ☐☐☐☐ S ☒☒☒☒	5	5	☐	5.00	4.[illegible]
C. Demonstrates ethical behavior	a b c d D ☐☐☐☐ P ☐☐☐☐ S ☒☒☒☐	5	4	☐	4.50	
XI. ENGAGES IN SELF-IMPROVEMENT						
A. Determines professional needs	a b c d D ☐☐☐☐ P ☐☐☐☐ S ☐☒☒☒	5	4	☐	4.50	4.4
B. Participates in professional growth	a b c d D ☒☐☒☐ P ☐☐☐☐ S ☒☒☒☒	5	5	3	4.33	

103 I.D. Number [redacted]

I. COORDINATES AND MANAGES PROGRAM					
A. Informs faculty of services	4	5	4	=4.33	
B. Develops schedule	5	5	5	=5.00	MEAN
C. Maintains records and student information	4	4	4	=4.00	4.50
D. Implements procedures	5	5	4	=4.67	
II. EMPLOYS CASE ADMINISTRATION PROCEDURES					
A. Follows through on referrals	5	4	4	=4.33	
B. Makes referrals for further evaluations	5	4	5	=4.67	
C. Uses entrance criteria	5	5	5	=5.00	4.67
D. Uses exit criteria	5	5	4	=4.67	
III. EVALUATES STUDENTS FOR SPEECH-LANGUAGE IMPAIRMENTS					
A. Obtains and uses information	☐	☐	4	=4.00	4.00
B. Selects and organizes evaluation procedures	☐	☐	4	=4.00	
IV. PLANS STUDENT SPEECH-LANGUAGE PROGRAM					
A. Utilizes available information for long range goals	☐	3	3	=3.00	
B. Develops short term objectives	☐	3	4	=3.50	3.50
C. Adjusts student objectives	☐	4	4	=4.00	
V.. USES PROCEDURES AND MATERIALS FOR THERAPY					
A. Uses appropriate materials	☐	4	4	=4.00	4.00
B. Meets individual student needs	☐	4	4	=4.00	
VI. COMMUNICATES WITH OTHERS					
A. Uses standard English when speaking	5	5	5	=5.00	
B. Uses standard English when writing	5	5	4	=4.67	4.78
C. Provides clear instructions and explanations	5	4	5	=4.67	

VII. EVOKES DESIRED RESPONSES FROM STUDENTS

					MEAN
A. Gains students' attention	☐	☐	4	4.00	
B. Provides stimuli or cues	☐	☐	3	3.00	4.0
C. Obtains responses for evaluation	☐	☐	5	5.00	

VIII. PROMOTES BEHAVIORAL CHANGE

A. Provides motivating activities	☐	☐	3	3.00	
B. Records responses	☐	☐	4	4.00	4.0
C. Discriminates between correct/incorrect responses	☐	☐	5	5.00	

IX. PROVIDES A POSITIVE LEARNING ATMOSPHERE

A. Maintains physical environment	5	5	5	5.00	
B. Maintains on-task behavior	4	4	4	4.00	4.5
C. Maintains effective working relationships	5	5	4	4.67	
D. Reinforces responses of students	5	4	4	4.33	

X. MEETS PROFESSIONAL OBLIGATIONS & RESPONSIBILITIES

A. Demonstrates independent work habits	5	5	☐	5.00	
B. Demonstrates professional conduct	5	4	☐	4.50	4.67
C. Demonstrates ethical behavior	5	4	☐	4.50	

A.

	a	b	c	d
D				
P				
S	/	/	/	/

B.

	a	b	c	d
D				
P				
S	/	/		/

C.

	a	b	c	d
D				
P				
S		/	/	/

XI. ENGAGES IN SELF-IMPROVEMENT

A. Determines professional needs	5	4	☐	4.50	4.5
B. Participates in professional growth	5	4	5	4.67	

A.

	a	b	c	d
D				
P				
S		/	/	/

B.

	a	b	c	d
D	/	/	/	/
P				
S		/	/	/

Form 11-79 SECT/SLP

104

I.D. Number [redacted]

					MEAN
I. COORDINATES AND MANAGES PROGRAM					
A. Informs faculty of services	3	☐	3	3.00	
B. Develops schedule	4	☐	4	4.00	
C. Maintains records and student information	4	☐	2	3.00	3.38
D. Implements procedures	4	☐	3	3.50	
II. EMPLOYS CASE ADMINISTRATION PROCEDURES					
A. Follows through on referrals	2	☐	2	2.00	
B. Makes referrals for further evaluations	4	☐	3	3.50	2.63
C. Uses entrance criteria	4	☐	2	3.00	~~2.6~~
D. Uses exit criteria	3	☐	1	2.00	
III. EVALUATES STUDENTS FOR SPEECH-LANGUAGE IMPAIRMENTS					
A. Obtains and uses information	☐	☐	4	4.00	3.00
B. Selects and organizes evaluation procedures	☐	☐	2	2.00	
IV. PLANS STUDENT SPEECH-LANGUAGE PROGRAM					
A. Utilizes available information for long range goals	☐	☐	1	1.00	
B. Develops short term objectives	☐	☐	3	3.00	2.00
C. Adjusts student objectives	☐	☐	2	2.00	
V.. USES PROCEDURES AND MATERIALS FOR THERAPY					
A. Uses appropriate materials	☐	☐	2	2.00	2.00
B. Meets individual student needs	☐	☐	2	2.00	
VI. COMMUNICATES WITH OTHERS					
A. Uses standard English when speaking	5	☐	4	4.50	
B. Uses standard English when writing	4	☐	3	3.50	3.83
C. Provides clear instructions and explanations	5	☐	2	3.50	

VII. EVOKES DESIRED RESPONSES FROM STUDENTS

					MEAN
A. Gains students' attention	☐	☐	3	3.00	
B. Provides stimuli or cues	☐	☐	2	2.00	2.6
C. Obtains responses for evaluation	☐	☐	3	3.00	

VIII. PROMOTES BEHAVIORAL CHANGE

A. Provides motivating activities	☐	☐	2	2.00	
B. Records responses	☐	☐	2	2.00	2.33
C. Discriminates between correct/incorrect responses	☐	☐	3	3.00	

IX. PROVIDES A POSITIVE LEARNING ATMOSPHERE

A. Maintains physical environment	NA	☐	3	3.00	
B. Maintains on-task behavior	5	☐	4	4.50	3.8
C. Maintains effective working relationships	5	☐	4	4.50	
D. Reinforces responses of students	4	☐	3	3.50	

X. MEETS PROFESSIONAL OBLIGATIONS & RESPONSIBILITIES

		a	b	c	d					
A. Demonstrates independent work habits	D P S	 ╱ 	 ╱ 	 ╱ 	 ╱ 	5	☐	☐	5.00	
B. Demonstrates professional conduct	D P S	 ╱ 	 ╱ 	 ╱ 	 ╱ 	5	☐	☐	5.00	5.0
C. Demonstrates ethical behavior	D P S	 ╱ 	 ╱ 	 ╱ 	 ╱ 	5	☐	☐	5.00	

XI. ENGAGES IN SELF-IMPROVEMENT

		a	b	c	d					
A. Determines professional needs	D P S	 ╱ 	 ╱ 		 ╱ 	4	☐	☐	4.00	3.7
B. Participates in professional growth	D P S	 ╱ 		 ╱ 	 ╱ 	4	☐	3	3.50	

Form 14-79 SECT/SLP

105

I.D. Number [redacted]

					MEAN
I. COORDINATES AND MANAGES PROGRAM					
A. Informs faculty of services	3	3	2	2.67	
B. Develops schedule	4	4	5	4.33	
C. Maintains records and student information	5	4	4	4.33	3.83
D. Implements procedures	4	4	4	4.00	
II. EMPLOYS CASE ADMINISTRATION PROCEDURES					
A. Follows through on referrals	5	5	4	4.67	
B. Makes referrals for further evaluations	4	4	4	4.00	
C. Uses entrance criteria	4	3	2	3.00	3.92
D. Uses exit criteria	5	4	3	4.00	
III. EVALUATES STUDENTS FOR SPEECH-LANGUAGE IMPAIRMENTS					
A. Obtains and uses information	☐	☐	4	4.00	4.00
B. Selects and organizes evaluation procedures	☐	☐	4	4.00	
IV. PLANS STUDENT SPEECH-LANGUAGE PROGRAM					
A. Utilizes available information for long range goals	☐	5	4	4.50	
B. Develops short term objectives	☐	5	5	5.00	4.50
C. Adjusts student objectives	☐	4	4	4.00	
V.. USES PROCEDURES AND MATERIALS FOR THERAPY					
A. Uses appropriate materials	☐	3	4	3.50	3.50
B. Meets individual student needs	☐	3	4	3.50	
VI. COMMUNICATES WITH OTHERS					
A. Uses standard English when speaking	5	5	5	5.00	
B. Uses standard English when writing	5	5	4	4.67	4.67
C. Provides clear instructions and explanations	5	4	4	4.33	

VII. EVOKES DESIRED RESPONSES FROM STUDENTS

					MEAN
A. Gains students' attention	☐	☐	5	5.00	
B. Provides stimuli or cues	☐	☐	4	4.00	4.67
C. Obtains responses for evaluation	☐	☐	5	5.00	

VIII. PROMOTES BEHAVIORAL CHANGE

A. Provides motivating activities	☐	☐	3	3.00	
B. Records responses	☐	☐	4	4.00	3.67
C. Discriminates between correct/incorrect responses	☐	☐	4	4.00	

IX. PROVIDES A POSITIVE LEARNING ATMOSPHERE

A. Maintains physical environment	5	4	5	4.67	
B. Maintains on-task behavior	5	4	4	4.33	4.33
C. Maintains effective working relationships	4	4	4	4.00	
D. Reinforces responses of students	5	4	4	4.33	

X. MEETS PROFESSIONAL OBLIGATIONS & RESPONSIBILITIES

	a b c d					
A. Demonstrates independent work habits	D ☐☐☐☐ P ☒☒☒☒ S ☒☒☐☒	5	4	☐	4.50	
B. Demonstrates professional conduct	D ☐☐☐☐ P ☒☒☒☒ S ☒☒☒☒	5	5	☐	5.00	4.5
C. Demonstrates ethical behavior	D ☐☐☐☐ P ☒☒☒☐ S ☒☒☒☐	4	4	☐	4.00	

XI. ENGAGES IN SELF-IMPROVEMENT

	a b c d					
A. Determines professional needs	D ☐☐☐☐ P ☒☐☒☒ S ☒☒☒☒	4	5	☐	4.50	4.0
B. Participates in professional growth	D ☐☐☒☒ P ☒☐☒☒ S ☐☒☒☒	4	4	3	3.67	

106 **I.D. Number** [redacted]

I. COORDINATES AND MANAGES PROGRAM						
A. Informs faculty of services		4	3	3	3.33	
B. Develops schedule		5	4	5	4.67	MEAN
C. Maintains records and student information		5	4	2	3.67	3.92
D. Implements procedures		4	4	4	4.00	
II. EMPLOYS CASE ADMINISTRATION PROCEDURES						
A. Follows through on referrals		5	4	5	4.67	
B. Makes referrals for further evaluations		5	5	5	5.00	
C. Uses entrance criteria		3	3	2	[illegible].67	3.83
D. Uses exit criteria		3	4	2	3.00	
III. EVALUATES STUDENTS FOR SPEECH-LANGUAGE IMPAIRMENTS						
A. Obtains and uses information		☐	☐	5	5.00	5.00
B. Selects and organizes evaluation procedures		☐	☐	5	5.00	
IV. PLANS STUDENT SPEECH-LANGUAGE PROGRAM						
A. Utilizes available information for long range goals		☐	5	5	5.00	
B. Develops short term objectives		☐	4	5	4.50	4.67
C. Adjusts student objectives		☐	5	4	4.50	
V. USES PROCEDURES AND MATERIALS FOR THERAPY						
A. Uses appropriate materials		☐	5	5	5.00	4.75
B. Meets individual student needs		☐	5	4	4.50	
VI. COMMUNICATES WITH OTHERS						
A. Uses standard English when speaking		5	5	5	5.00	
B. Uses standard English when writing		5	5	4	4.67	4.89
C. Provides clear instructions and explanations	202	5	5	5	5.00	

						MEAN
VII. EVOKES DESIRED RESPONSES FROM STUDENTS						
A. Gains students' attention		☐	☐	5	5.00	
B. Provides stimuli or cues		☐	☐	4	4.00	4.67
C. Obtains responses for evaluation		☐	☐	5	5.00	
VIII. PROMOTES BEHAVIORAL CHANGE						
A. Provides motivating activities		☐	☐	5	5.00	
B. Records responses		☐	☐	4	4.00	4.33
C. Discriminates between correct/incorrect responses		☐	☐	4	4.00	
IX. PROVIDES A POSITIVE LEARNING ATMOSPHERE						
A. Maintains physical environment		5	5	5	5.00	
B. Maintains on-task behavior		5	5	5	5.00	4.75
C. Maintains effective working relationships		5	4	5	4.67	
D. Reinforces responses of students		4	5	4	4.33	
X. MEETS PROFESSIONAL OBLIGATIONS & RESPONSIBILITIES						
A. Demonstrates independent work habits	a b c d D ☐☐☐☐ P ☒☒☒☒ S ☒☒☒☒	5	5	☐	5.00	
B. Demonstrates professional conduct	a b c d. D ☐☐☐☐ P ☒☒☒☒ S ☒☒☒☒	5	5	☐	5.00	5.00
C. Demonstrates ethical behavior	a b c d D ☐☐☐☐ P ☒☒☒☒ S ☒☒☒☒	5	5	☐	5.00	
XI. ENGAGES IN SELF-IMPROVEMENT						
A. Determines professional needs	a b c d D ☐☐☐☐ P ☒☒☒☒ S ☒☒☒☒	5	5	☐	5.00	4.84
B. Participates in professional growth	a b c d D ☒☒☐☒ P ☒☒☒☒ S ☒☒☒☒	5	5	4	4.67	

Form 11-79 SECT/SLP

107

I.D. Number [redacted]

					MEAN
I. COORDINATES AND MANAGES PROGRAM					
A. Informs faculty of services	4	4	2	= 3.33	
B. Develops schedule	5	5	5	5.00	
C. Maintains records and student information	4	5	2	3.67	4.00
D. Implements procedures	4	4	4	4.00	
II. EMPLOYS CASE ADMINISTRATION PROCEDURES					
A. Follows through on referrals	5	4	3	4.00	
B. Makes referrals for further evaluations	5	5	3	4.33	
C. Uses entrance criteria	3	5	4	4.00	4.17
D. Uses exit criteria	4	5	4	4.33	
III. EVALUATES STUDENTS FOR SPEECH-LANGUAGE IMPAIRMENTS					
A. Obtains and uses information	☐	☐	5	5.00	5.00
B. Selects and organizes evaluation procedures	☐	☐	5	5.00	
IV. PLANS STUDENT SPEECH-LANGUAGE PROGRAM					
A. Utilizes available information for long range goals	☐	3	2	2.50	
B. Develops short term objectives	☐	4	5	4.50	3.83
C. Adjusts student objectives	☐	5	4	4.50	
V. USES PROCEDURES AND MATERIALS FOR THERAPY					
A. Uses appropriate materials	☐	☐	4	4.00	4.00
B. Meets individual student needs	☐	☐	4	4.00	
VI. COMMUNICATES WITH OTHERS					
A. Uses standard English when speaking	4	5	5	4.67	
B. Uses standard English when writing	4	5	4	4.33	4.67
C. Provides clear instructions and explanations	5	5	5	5.00	

VII. EVOKES DESIRED RESPONSES FROM STUDENTS

					MEAN
A. Gains students' attention	☐	☐	5	5.00	
B. Provides stimuli or cues	☐	☐	4	4.00	4.67
C. Obtains responses for evaluation	☐	☐	5	5.00	

VIII. PROMOTES BEHAVIORAL CHANGE

A. Provides motivating activities	☐	☐	3	3.00	
B. Records responses	☐	☐	4	4.00	3.33
C. Discriminates between correct/incorrect responses	☐	☐	3	3.00	

IX. PROVIDES A POSITIVE LEARNING ATMOSPHERE

A. Maintains physical environment	4	4	5	4.33	4.42
B. Maintains on-task behavior	4	4	5	4.33	☐
C. Maintains effective working relationships	5	5	4	4.67	
D. Reinforces responses of students	4	5	4	4.33	

X. MEETS PROFESSIONAL OBLIGATIONS & RESPONSIBILITIES

	a b c d					
A. Demonstrates independent work habits	D ☐☐☐☐ P ☒☒☒☒ S ☐☐☐☐	5	5	☐	5.00	
B. Demonstrates professional conduct	D ☐☐☐☐ P ☒☒☒☒ S ☐☐☐☐	5	4	☐	4.50	4.83
C. Demonstrates ethical behavior	D ☐☐☐☐ P ☒☒☒☒ S ☐☐☐☐	5	5	☐	5.00	

XI. ENGAGES IN SELF-IMPROVEMENT

	a b c d					
A. Determines professional needs	D ☐☐☐☐ P ☒☒☒☒ S ☐☐☐☐	5	5	☐	5.00	4.67
B. Participates in professional growth	D ☐☐☐☐ P ☒☒☒☒ S ☒☐☒☒	5	4	4	4.33	

Form 11-79 SECT/SLP

108 I.D. Number [redacted]

I. COORDINATES AND MANAGES PROGRAM					
A. Informs faculty of services	5	5	3	4.33	
B. Develops schedule	5	5	2	4.00	MEAN
C. Maintains records and student information	4	5	2	3.67	3.94
D. Implements procedures	5	4	2	3.67	3.92
II. EMPLOYS CASE ADMINISTRATION PROCEDURES					
A. Follows through on referrals	5	5	4	4.67	
B. Makes referrals for further evaluations	4	5	NA	4.50	
C. Uses entrance criteria	5	5	2	4.00	4.17
D. Uses exit criteria	5	NA	2	3.50	
III: EVALUATES STUDENTS FOR SPEECH-LANGUAGE IMPAIRMENTS					
A. Obtains and uses information	☐	☐	2	2.00	2.50
B. Selects and organizes evaluation procedures	☐	☐	3	3.00	
IV. PLANS STUDENT SPEECH-LANGUAGE PROGRAM					
A. Utilizes available information for long range goals	☐	5	1	3.00	
B. Develops short term objectives	☐	5	2	3.50	3.17
C. Adjusts student objectives	☐	5	1	3.00	
V.. USES PROCEDURES AND MATERIALS FOR THERAPY					
A. Uses appropriate materials	☐	4	4	4.00	3.25
B. Meets individual student needs	☐	4	1	2.50	
VI. COMMUNICATES WITH OTHERS					
A. Uses standard English when speaking	5	5	5	5.00	
B. Uses standard English when writing	5	5	4	4.67	4.33
C. Provides clear instructions and explanations	4	4	2	3.33	

						MEAN
VII. EVOKES DESIRED RESPONSES FROM STUDENTS						
A. Gains students' attention		☐	☐	2	2.00	
B. Provides stimuli or cues		☐	☐	1	1.00	2.00
C. Obtains responses for evaluation		☐	☐	3	3.00	
VIII. PROMOTES BEHAVIORAL CHANGE						
A. Provides motivating activities		☐	☐	2	2.00	
B. Records responses		☐	☐	3	3.00	2.00
C. Discriminates between correct/incorrect responses		☐	☐	1	1.00	
IX. PROVIDES A POSITIVE LEARNING ATMOSPHERE						
A. Maintains physical environment		5	4	3	4.00	
B. Maintains on-task behavior		4	3	3	3.33	3.75
C. Maintains effective working relationships		5	3	4	4.00	
D. Reinforces responses of students		4	4	3	3.67	
X. MEETS PROFESSIONAL OBLIGATIONS & RESPONSIBILITIES						
A. Demonstrates independent work habits	a b c d D ☐☐☐☐ P ☒☒☒☐ S ☐☐☐☐	4	5	☐	4.50	
B. Demonstrates professional conduct	a b c d D ☐☐☐☐ P ☒☒☒☒ S ☐☐☐☐	5	5	☐	5.00	4.67
C. Demonstrates ethical behavior	a b c d D ☐☐☐☐ P ☒☒☒☐ S ☐☐☐☐	4	5	☐	4.50	
XI. ENGAGES IN SELF-IMPROVEMENT						
A. Determines professional needs	a b c d D ☐☐☐☐ P ☒☒☒☐ S ☐☐☐☐	4	4	☐	4.00	3.50
B. Participates in professional growth	a b c d D ☐☐☐☐ P ☒☒☒☐ S ☒☐☐☐	4	☐	2	3.00	

207

Form 11-79 SECT/SLP

109 I.D. Number [redacted]

					MEAN
I. COORDINATES AND MANAGES PROGRAM					
A. Informs faculty of services	5	3	2	3.33	
B. Develops schedule	5	4	5	4.67	
C. Maintains records and student information	5	4	3	4.00	3.92
D. Implements procedures	5	3	3	3.67	3.92
II. EMPLOYS CASE ADMINISTRATION PROCEDURES					
A. Follows through on referrals	5	5	4	4.67	
B. Makes referrals for further evaluations	5	3	3	3.67	
C. Uses entrance criteria	5	3	3	3.67	4.00
D. Uses exit criteria	5	4	3	4.00	
III EVALUATES STUDENTS FOR SPEECH-LANGUAGE IMPAIRMENTS					
A. Obtains and uses information			3	3.00	4.00
B. Selects and organizes evaluation procedures			5	5.00	
IV. PLANS STUDENT SPEECH-LANGUAGE PROGRAM					
A. Utilizes available information for long range goals		5	4	4.50	
B. Develops short term objectives		5	5	5.00	4.33
C. Adjusts student objectives		5	2	3.50	
V.. USES PROCEDURES AND MATERIALS FOR THERAPY					
A. Uses appropriate materials		2	2	2.00	2.50
B. Meets individual student needs		3	3	3.00	
VI. COMMUNICATES WITH OTHERS					
A. Uses standard English when speaking	5	5	5	5.00	
B. Uses standard English when writing	5	5	4	4.67	4.44
C. Provides clear instructions and explanations	5	3	3	3.67	

VII. EVOKES DESIRED RESPONSES FROM STUDENTS

					MEAN
A. Gains students' attention	☐	☐	2	2.00	
B. Provides stimuli or cues	☐	☐	2	2.00	2.33
C. Obtains responses for evaluation	☐	☐	3	3.00	

VIII. PROMOTES BEHAVIORAL CHANGE

A. Provides motivating activities	☐	☐	2	2.00	
B. Records responses	☐	☐	4	4.00	3.0
C. Discriminates between correct/incorrect responses	☐	☐	3	3.00	

IX. PROVIDES A POSITIVE LEARNING ATMOSPHERE

A. Maintains physical environment	5	4	5	4.67	
B. Maintains on-task behavior	5	3	2	3.33	3.83
C. Maintains effective working relationships	5	4	4	4.33	
D. Reinforces responses of students	5	2	2	3.00	

X. MEETS PROFESSIONAL OBLIGATIONS & RESPONSIBILITIES

	a b c d					
A. Demonstrates independent work habits	D ☐☐☐☐ P ☒☒☒☒ S ☒☒☒☐	5	4	☐	4.50	
B. Demonstrates professional conduct	D ☐☐☐☐ P ☒☒☒☒ S ☒☒☒☒	5	5	☐	5.00	4.83
C. Demonstrates ethical behavior	D ☐☐☐☐ P ☒☒☒☒ S ☒☒☒☒	5	5	☐	5.00	

XI. ENGAGES IN SELF-IMPROVEMENT

	a b c d					
A. Determines professional needs	D ☐☐☐☐ P ☒☒☒☒ S ☐☒☒☐	5	3	☐	4.00	4.34
B. Participates in professional growth	D ☒☒☒☒ P ☐☒☒☒ S ☒☒☒☒	4	5	5	4.67	

110 **I.D. Number** [redacted]

I. COORDINATES AND MANAGES PROGRAM					
A. Informs faculty of services	4	4	3	3.67	
B. Develops schedule	4	5	5	4.67	MEAN
C. Maintains records and student information	4	4	4	4.00	4.25
D. Implements procedures	4	5	5	4.67	
II. EMPLOYS CASE ADMINISTRATION PROCEDURES					
A. Follows through on referrals	5	5	5	5.00	
B. Makes referrals for further evaluations	4	5	4	4.33	
C. Uses entrance criteria	5	3	4	4.00	4.42
D. Uses exit criteria	5	4	4	4.33	
III. EVALUATES STUDENTS FOR SPEECH-LANGUAGE IMPAIRMENTS					
A. Obtains and uses information	☐	☐	5	5.00	5.00
B. Selects and organizes evaluation procedures	☐	☐	5	5.00	
IV. PLANS STUDENT SPEECH-LANGUAGE PROGRAM					
A. Utilizes available information for long range goals	☐	5	5	5.00	
B. Develops short term objectives	☐	5	5	5.00	4.83
C. Adjusts student objectives	☐	5	4	4.50	
V.. USES PROCEDURES AND MATERIALS FOR THERAPY					
A. Uses appropriate materials	☐	5	5	5.00	4.75
B. Meets individual student needs	☐	5	4	4.50	
VI. COMMUNICATES WITH OTHERS					
A. Uses standard English when speaking	5	5	5	5.00	
B. Uses standard English when writing	5	5	5	5.00	5.00
C. Provides clear instructions and explanations	5	5	5	5.00	

VII. EVOKES DESIRED RESPONSES FROM STUDENTS

					MEAN
A. Gains students' attention	☐	☐	5	5.00	
B. Provides stimuli or cues	☐	☐	4	4.00	4.17
C. Obtains responses for evaluation	☐	☐	5	5.00	

VIII. PROMOTES BEHAVIORAL CHANGE

A. Provides motivating activities	☐	☐	5	5.00	
B. Records responses	☐	☐	3	3.00	4.33
C. Discriminates between correct/incorrect responses	☐	☐	5	5.00	

IX. PROVIDES A POSITIVE LEARNING ATMOSPHERE

A. Maintains physical environment	5	5	5	5.00	
B. Maintains on-task behavior	4	5	5	4.67	4.75
C. Maintains effective working relationships	5	5	5	5.00	
D. Reinforces responses of students	4	5	4	4.33	

X. MEETS PROFESSIONAL OBLIGATIONS & RESPONSIBILITIES

	a b c d					
A. Demonstrates independent work habits	D ☒☒☒☒ P ☒☒☒☒ S ☒☒☒☒	5	5	☐	5.00	
B. Demonstrates professional conduct	D ☒☒☒☒ P ☒☒☒☒ S ☒☒☒☒	5	5	☐	5.00	5.00
C. Demonstrates ethical behavior	D ☒☒☒☒ P ☒☒☒☒ S ☒☒☒☒	5	5	☐	5.00	

XI. ENGAGES IN SELF-IMPROVEMENT

	a b c d					
A. Determines professional needs	D ☒☒☒☒ P ☒☒☒☒ S ☒☒☒☒	5	5	☐	5.00	4.67
B. Participates in professional growth	D ☒☒☒☐ P ☒☒☒☐ S ☒☒☒☒	4	5	4	4.33	

111

I.D. Number [redacted]

I. COORDINATES AND MANAGES PROGRAM					
A. Informs faculty of services	5	3	4	4.00	
B. Develops schedule	5	4	3	4.00	MEAN
C. Maintains records and student information	4	4	4	4.00	3.42
D. Implements procedures	4	3	4	3.67	
II. EMPLOYS CASE ADMINISTRATION PROCEDURES					
A. Follows through on referrals	5	3	3	3.67	
B. Makes referrals for further evaluations	5	4	5	4.67	
C. Uses entrance criteria	4	3	4	3.67	4.25
D. Uses exit criteria	5	5	5	5.00	
III. EVALUATES STUDENTS FOR SPEECH-LANGUAGE IMPAIRMENTS					
A. Obtains and uses information	☐	☐	5	5.00	4.50
B. Selects and organizes evaluation procedures	☐	☐	4	4.00	
IV. PLANS STUDENT SPEECH-LANGUAGE PROGRAM					
A. Utilizes available information for long range goals	☐	4	5	4.50	
B. Develops short term objectives	☐	5	5	5.00	4.33
C. Adjusts student objectives	☐	4	3	3.50	
V.. USES PROCEDURES AND MATERIALS FOR THERAPY					
A. Uses appropriate materials	☐	3	3	3.00	3.00
B. Meets individual student needs	☐	3	3	3.00	
VI. COMMUNICATES WITH OTHERS					
A. Uses standard English when speaking	5	5	5	5.00	
B. Uses standard English when writing	5	5	4	4.67	4.78
C. Provides clear instructions and explanations	5	4	5	4.67	

VII. EVOKES DESIRED RESPONSES FROM STUDENTS						MEAN
A. Gains students' attention		☐	☐	5	5.00	
B. Provides stimuli or cues		☐	☐	4	4.00	4.3
C. Obtains responses for evaluation		☐	☐	4	4.00	
VIII. PROMOTES BEHAVIORAL CHANGE						
A. Provides motivating activities		☐	☐	2	2.00	
B. Records responses		☐	☐	4	4.00	3.0
C. Discriminates between correct/incorrect responses		☐	☐	3	3.00	
IX. PROVIDES A POSITIVE LEARNING ATMOSPHERE						
A. Maintains physical environment		4	3	5	4.00	
B. Maintains on-task behavior		5	3	4	4.00	4,17
C. Maintains effective working relationships		5	4	4	4.33	
D. Reinforces responses of students		5	4	4	4.33	
X. MEETS PROFESSIONAL OBLIGATIONS & RESPONSIBILITIES						
A. Demonstrates independent work habits	a b c d D ☐ ☐ ☐ ☐ P ☒ ☒ ☐ ☒ S ☒ ☒ ☐ ☐	4	3	☐	3.50	
B. Demonstrates professional conduct	a b c d D ☐ ☐ ☐ ☐ P ☐ ☒ ☒ ☒ S ☒ ☒ ☐ ☒	4	4	☐	4.00	4.0
C. Demonstrates ethical behavior	a b c d D ☐ ☐ ☐ ☐ P ☒ ☒ ☒ ☒ S ☒ ☒ ☒ ☐	5	4	☐	4.50	
XI. ENGAGES IN SELF-IMPROVEMENT						
A. Determines professional needs	a b c d D ☐ ☐ ☐ ☐ P ☒ ☒ ☒ ☒ S ☐ ☒ ☒ ☒	5	4	☐	4.50	4.5
B. Participates in professional growth	a b c d D ☒ ☒ ☒ ☒ P ☒ ☒ ☒ ☒ S ☐ ☒ ☒ ☒	5	4	5	4.67	

Form 11-79 SECT/SLP

112 **I.D. Number** [redacted]

					MEAN
I. COORDINATES AND MANAGES PROGRAM					
A. Informs faculty of services	4	4	3	3.67	
B. Develops schedule	5	5	5	5.00	
C. Maintains records and student information	4	4	2	3.33	4.17
D. Implements procedures	5	4	5	4.67	
II. EMPLOYS CASE ADMINISTRATION PROCEDURES					
A. Follows through on referrals	5	5	4	4.67	
B. Makes referrals for further evaluations	5	5	5	5.00	
C. Uses entrance criteria	4	5	2	3.67	4.42
D. Uses exit criteria	5	4	4	4.33	
III. EVALUATES STUDENTS FOR SPEECH-LANGUAGE IMPAIRMENTS					
A. Obtains and uses information	☐	☐	5	5.00	4.50
B. Selects and organizes evaluation procedures	☐	☐	4	4.00	
IV. PLANS STUDENT SPEECH-LANGUAGE PROGRAM					
A. Utilizes available information for long range goals	☐	5	4	4.50	
B. Develops short term objectives	☐	5	5	5.00	4.50
C. Adjusts student objectives	☐	4	4	4.00	
V. USES PROCEDURES AND MATERIALS FOR THERAPY					
A. Uses appropriate materials	☐	☐	4	4.00	3.50
B. Meets individual student needs	☐	☐	3	3.00	
VI. COMMUNICATES WITH OTHERS					
A. Uses standard English when speaking	5	5	4	4.67	
B. Uses standard English when writing	5	4	5	4.67	4.67
C. Provides clear instructions and explanations	4	5	5	4.67	

VII. EVOKES DESIRED RESPONSES FROM STUDENTS

					MEAN
A. Gains students' attention	☐	☐	5	5.00	
B. Provides stimuli or cues	☐	☐	4	4.00	4.10
C. Obtains responses for evaluation	☐	☐	3	3.00	

VIII. PROMOTES BEHAVIORAL CHANGE

A. Provides motivating activities	☐	☐	3	3.00	
B. Records responses	☐	☐	2	2.00	2.67
C. Discriminates between correct/incorrect responses	☐	☐	3	3.00	

IX. PROVIDES A POSITIVE LEARNING ATMOSPHERE

A. Maintains physical environment	3	5	4	4.00	
B. Maintains on-task behavior	5	5	4	4.67	4.50
C. Maintains effective working relationships	5	5	4	4.67	
D. Reinforces responses of students	5	5	4	4.67	

X. MEETS PROFESSIONAL OBLIGATIONS & RESPONSIBILITIES

A. Demonstrates independent work habits	a b c d D ☐☐☐☐ P ☐☐☐☐ S ⧄⧄⧄⧄	5	5	☐	5.00	
B. Demonstrates professional conduct	a b c d D ☐☐☐☐ P ☐☐☐☐ S ⧄⧄⧄⧄	5	5	☐	5.00	5.00
C. Demonstrates ethical behavior	a b c d D ☐☐☐☐ P ☐☐☐☐ S ⧄⧄⧄⧄	5	5	☐	5.00	

XI. ENGAGES IN SELF-IMPROVEMENT

A. Determines professional needs	a b c d D ☐☐☐☐ P ☐☐☐☐ S ⧄⧄⧄⧄	5	5	☐	5.00	
B. Participates in professional growth	a b c d D ☒☐☒☐ P ☐☐☐☐ S ⧄⧄⧄☐	5	4	3	4.00	4.50

113

I.D. Number [redacted]

					MEAN
I. COORDINATES AND MANAGES PROGRAM					
A. Informs faculty of services	☐	3	3	3.00	
B. Develops schedule	☐	5	5	5.00	
C. Maintains records and student information	☐	2	4	3.00	3.50
D. Implements procedures	☐	3	3	3.00	
II. EMPLOYS CASE ADMINISTRATION PROCEDURES					
A. Follows through on referrals	☐	4	4	4.00	
B. Makes referrals for further evaluations	☐	3	3	3.00	
C. Uses entrance criteria	☐	2	2	2.00	2.75
D. Uses exit criteria	☐	2	2	2.00	
III. EVALUATES STUDENTS FOR SPEECH-LANGUAGE IMPAIRMENTS					
A. Obtains and uses information	☐	☐	4	4.00	4.00
B. Selects and organizes evaluation procedures	☐	☐	4	4.00	
IV. PLANS STUDENT SPEECH-LANGUAGE PROGRAM					
A. Utilizes available information for long range goals	☐	3	4	3.50	
B. Develops short term objectives	☐	4	5	4.50	3.83
C. Adjusts student objectives	☐	3	4	3.50	
V.. USES PROCEDURES AND MATERIALS FOR THERAPY					
A. Uses appropriate materials	☐	5	4	4.50	3.50
B. Meets individual student needs	☐	3	2	2.50	
VI. COMMUNICATES WITH OTHERS					
A. Uses standard English when speaking	☐	4	5	4.50	4.17
B. Uses standard English when writing	☐	4	4	4.00	~~[illegible]~~
C. Provides clear instructions and explanations	☐	3	5	4.00	

VII. EVOKES DESIRED RESPONSES FROM STUDENTS

					MEAN
A. Gains students' attention	☐	☐	3	3.00	
B. Provides stimuli or cues	☐	☐	4	4.00	3.67
C. Obtains responses for evaluation	☐	☐	4	4.00	

VIII. PROMOTES BEHAVIORAL CHANGE

A. Provides motivating activities	☐	☐	2	2.00	
B. Records responses	☐	☐	4	4.00	3.33
C. Discriminates between correct/incorrect responses	☐	☐	4	4.00	

IX. PROVIDES A POSITIVE LEARNING ATMOSPHERE

A. Maintains physical environment	☐	4	5	4.50	
B. Maintains on-task behavior	☐	3	4	3.50	3.8
C. Maintains effective working relationships	☐	4	4	4.00	
D. Reinforces responses of students	☐	3	4	3.50	

X. MEETS PROFESSIONAL OBLIGATIONS & RESPONSIBILITIES

		a	b	c	d					
A. Demonstrates independent work habits	D	☐	☐	☐	☐	☐	N/A	☐	N/A	
	P	☐	☐	☐	☐					
	S	☐	☐	☐	☐					
B. Demonstrates professional conduct	D	☐	☐	☐	☐	☐	N/A	☐	N/A	N/A
	P	☐	☐	☐	☐					
	S	☐	☐	☐	☐					
C. Demonstrates ethical behavior	D	☐	☐	☐	☐	☐	N/A	☐	N/A	
	P	☐	☐	☐	☐					
	S	☐	☐	☐	☐					

XI. ENGAGES IN SELF-IMPROVEMENT

		a	b	c	d					
A. Determines professional needs	D	☐	☐	☐	☐	☐	N/A	☐	N/A	
	P	☐	☐	☐	☐					3.0
	S	☐	☐	☐	☐					
B. Participates in professional growth	D	☒	☒	☐	☐	☐	3	3	3.00	
	P	☐	☐	☐	☐					
	S	☒	☐	☒	☐					

Form 11-79 SECT/SLP

114 I.D. Number [redacted]

I. COORDINATES AND MANAGES PROGRAM					
A. Informs faculty of services	5	3	4	4.00	
B. Develops schedule	5	5	5	5.00	MEAN
C. Maintains records and student information	4	4	4	4.00	4.25
D. Implements procedures	4	4	4	4.00	
II. EMPLOYS CASE ADMINISTRATION PROCEDURES					
A. Follows through on referrals	5	5	4	4.67	
B. Makes referrals for further evaluations	5	5	5	5.00	
C. Uses entrance criteria	3	5	2	3.33	4.42
D. Uses exit criteria	5	5	4	4.67	
III. EVALUATES STUDENTS FOR SPEECH-LANGUAGE IMPAIRMENTS					
A. Obtains and uses information			5	5.00	4.50
B. Selects and organizes evaluation procedures			4	4.00	
IV. PLANS STUDENT SPEECH-LANGUAGE PROGRAM					
A. Utilizes available information for long range goals		4	4	4.00	
B. Develops short term objectives		5	5	5.00	4.50
C. Adjusts student objectives		5	4	4.50	
V.. USES PROCEDURES AND MATERIALS FOR THERAPY					
A. Uses appropriate materials		4	4	4.00	4.00
B. Meets individual student needs		4	4	4.00	
VI. COMMUNICATES WITH OTHERS					
A. Uses standard English when speaking	5	5	4	4.67	
B. Uses standard English when writing	5	5	4	4.67	4.67
C. Provides clear instructions and explanations	4	5	5	4.67	

VII. EVOKES DESIRED RESPONSES FROM STUDENTS

					MEAN
A. Gains students' attention	☐	☐	4	4.00	
B. Provides stimuli or cues	☐	☐	3	3.00	4.00
C. Obtains responses for evaluation	☐	☐	5	5.00	

VIII. PROMOTES BEHAVIORAL CHANGE

A. Provides motivating activities	☐	☐	3	3.00	
B. Records responses	☐	☐	4	4.00	3.33
C. Discriminates between correct/incorrect responses	☐	☐	3	3.00	

IX. PROVIDES A POSITIVE LEARNING ATMOSPHERE

A. Maintains physical environment	5	5	5	5.00	
B. Maintains on-task behavior	5	5	3	4.33	4.67
C. Maintains effective working relationships	5	5	4	4.67	
D. Reinforces responses of students	5	5	4	4.67	

X. MEETS PROFESSIONAL OBLIGATIONS & RESPONSIBILITIES

A. Demonstrates independent work habits	a b c d D P S	5	5	☐	5.00	
B. Demonstrates professional conduct	a b c d D P S	5	5	☐	5.00	4.83
C. Demonstrates ethical behavior	a b c d D P S	4	5	☐	4.50	

XI. ENGAGES IN SELF-IMPROVEMENT

A. Determines professional needs	a b c d D P S	5	5	☐	5.00	4.84
B. Participates in professional growth	a b c d D P S	5	5	4	4.67	

Form 11-79 SECT/SLP

115 I.D. Number [redacted]

					MEAN
I. COORDINATES AND MANAGES PROGRAM					
A. Informs faculty of services	3	2	3	2.67	
B. Develops schedule	3	2	5	3.33	
C. Maintains records and student information	3	2	2	2.33	2.75
D. Implements procedures	4	2	2	2.67	
II. EMPLOYS CASE ADMINISTRATION PROCEDURES					
A. Follows through on referrals	4	3	3	3.33	
B. Makes referrals for further evaluations	1	NA	1	1.00	
C. Uses entrance criteria	4	2	2	2.67	2.42
D. Uses exit criteria	4	2	2	2.67	
III. EVALUATES STUDENTS FOR SPEECH-LANGUAGE IMPAIRMENTS					
A. Obtains and uses information	☐	☐	5	5.00	3.50
B. Selects and organizes evaluation procedures	☐	☐	2	2.00	
IV. PLANS STUDENT SPEECH-LANGUAGE PROGRAM					
A. Utilizes available information for long range goals	☐	2	1	1.50	
B Develops short term objectives	☐	3	3	3.00	2.67
C Adjusts student objectives	☐	3	4	3.50	
V.. USES PROCEDURES AND MATERIALS FOR THERAPY					
A. Uses appropriate materials	☐	3	4	3.50	3.25
B. Meets individual student needs	☐	3	3	3.00	
VI. COMMUNICATES WITH OTHERS					
A. Uses standard English when speaking	5	5	5	5.00	
B. Uses standard English when writing	4	5	4	4.33	4.14
C. Provides clear instructions and explanations	4	5	3	4.00	

VII. EVOKES DESIRED RESPONSES FROM STUDENTS

					MEAN
A. Gains students' attention	☐	☐	4	4.00	3.67
B. Provides stimuli or cues	☐	☐	4	4.00	
C. Obtains responses for evaluation	☐	☐	3	3.00	

VIII. PROMOTES BEHAVIORAL CHANGE

A. Provides motivating activities	☐	☐	3	3.00	2.67
B. Records responses	☐	☐	1	1.00	
C. Discriminates between correct/incorrect responses	☐	☐	4	4.00	

IX. PROVIDES A POSITIVE LEARNING ATMOSPHERE

A. Maintains physical environment	4	3	3	3.33	3.67
B. Maintains on-task behavior	4	3	3	3.33	
C. Maintains effective working relationships	5	4	4	4.33	
D. Reinforces responses of students	4	4	3	3.67	

X. MEETS PROFESSIONAL OBLIGATIONS & RESPONSIBILITIES

A. Demonstrates independent work habits	a b c d D ☐☐☐☐ P ☒☐☐☒ S ☒☒☐☐	3	3	☐	3.00	3.5
B. Demonstrates professional conduct	a b c d D ☐☐☐☐ P ☒☒☒☒ S ☒☐☒☐	5	3	☐	4.00	
C. Demonstrates ethical behavior	a b c d D ☐☐☐☐ P ☒☒☒☐ S ☐☐☐☐	4	3	☐	3.50	

XI. ENGAGES IN SELF-IMPROVEMENT

A. Determines professional needs	a b c d D ☐☐☐☐ P ☐☒☒☒ S ☒☐☐☐	4	2	☐	3.00	3.12
B. Participates in professional growth	a b c d D ☒☐☒☐ P ☐☒☒☒ S ☐☒☒☐	4	3	3	3.33	

Form 11-79 SECT/SLP

116

I.D. Number [redacted]

I. COORDINATES AND MANAGES PROGRAM					
A. Informs faculty of services	4	3	2	3.00	
B. Develops schedule	5	5	5	5.00	MEAN
C. Maintains records and student information	3	4	2	3.00	3.67
D. Implements procedures	4	4	3	3.67	
II. EMPLOYS CASE ADMINISTRATION PROCEDURES					
A. Follows through on referrals	5	5	4	4.67	
B. Makes referrals for further evaluations	5	5	5	5.00	
C. Uses entrance criteria	3	5	2	3.33	4.17
D. Uses exit criteria	3	5	3	3.67	
III. EVALUATES STUDENTS FOR SPEECH-LANGUAGE IMPAIRMENTS					
A. Obtains and uses information	☐	☐	4	4.00	3.50
B. Selects and organizes evaluation procedures	☐	☐	3	3.00	
IV. PLANS STUDENT SPEECH-LANGUAGE PROGRAM					
A. Utilizes available information for long range goals	☐	4	3	3.50	
B. Develops short term objectives	☐	5	5	5.00	4.17
C. Adjusts student objectives	☐	4	4	4.00	
V. USES PROCEDURES AND MATERIALS FOR THERAPY					
A. Uses appropriate materials	☐	4	4	4.00	4.00
B. Meets individual student needs	☐	4	4	4.00	
VI. COMMUNICATES WITH OTHERS					
A. Uses standard English when speaking	5	5	5	5.00	
B. Uses standard English when writing	5	5	4	4.67	4.89
C. Provides clear instructions and explanations	5	5	5	5.00	

VII. EVOKES DESIRED RESPONSES FROM STUDENTS

					MEAN
A. Gains students' attention	☐	☐	5	5.00	
B. Provides stimuli or cues	☐	☐	4	4.00	4.67
C. Obtains responses for evaluation	☐	☐	5	5.00	

VIII. PROMOTES BEHAVIORAL CHANGE

A. Provides motivating activities	☐	☐	3	3.00	
B. Records responses	☐	☐	4	4.00	3.33
C. Discriminates between correct/incorrect responses	☐	☐	3	3.00	

IX. PROVIDES A POSITIVE LEARNING ATMOSPHERE

A. Maintains physical environment	4	5	5	4.67	
B. Maintains on-task behavior	5	4	5	4.67	4.5
C. Maintains effective working relationships	5	5	4	4.67	
D. Reinforces responses of students	5	4	3	4.00	

X. MEETS PROFESSIONAL OBLIGATIONS & RESPONSIBILITIES

A. Demonstrates independent work habits	a b c d D ☐ ☐ ☐ ☐ P ☒ ☒ ☒ ☒ S ☒ ☒ ☒ ☒	5	5	☐	5.00	
B. Demonstrates professional conduct	a b c d D ☐ ☐ ☐ ☐ P ☒ ☒ ☒ ☒ S ☒ ☒ ☒ ☒	5	5	☐	5.00	5.0
C. Demonstrates ethical behavior	a b c d D ☐ ☐ ☐ ☐ P ☒ ☒ ☒ ☒ S ☒ ☒ ☒ ☒	5	5	☐	5.00	

XI. ENGAGES IN SELF-IMPROVEMENT

A. Determines professional needs	a b c d D ☐ ☐ ☐ ☐ P ☐ ☐ ☐ ☐ S ☒ ☒ ☒ ☒	4	5	☐	4.50	4.42
B. Participates in professional growth	a b c d D ☐ ☒ ☒ ☐ P ☒ ☒ ☒ ☒ S ☒ ☒ ☒ ☒	5	5	3	4.33	

117

I.D. Number [redacted]

I. COORDINATES AND MANAGES PROGRAM					
A. Informs faculty of services	☐	☐	1	1.00	
B. Develops schedule	☐	☐	5	5.00	MEAN
C. Maintains records and student information	☐	☐	5	5.00	3.50
D. Implements procedures	☐	☐	3	3.00	
II. EMPLOYS CASE ADMINISTRATION PROCEDURES					
A. Follows through on referrals	☐	☐	3	3.00	
B. Makes referrals for further evaluations	☐	☐	1	1.00	
C. Uses entrance criteria	☐	☐	4	4.00	2.50
D. Uses exit criteria	☐	☐	2	2.00	
III. EVALUATES STUDENTS FOR SPEECH-LANGUAGE IMPAIRMENTS					
A. Obtains and uses information	☐	☐	5	5.00	4.50
B. Selects and organizes evaluation procedures	☐	☐	4	4.00	
IV. PLANS STUDENT SPEECH-LANGUAGE PROGRAM					
A. Utilizes available information for long range goals	☐	☐	2	2.00	
B. Develops short term objectives	☐	☐	2	2.00	2.33
C. Adjusts student objectives	☐	☐	3	3.00	
V.. USES PROCEDURES AND MATERIALS FOR THERAPY					
A. Uses appropriate materials	☐	☐	3	3.00	3.50
B. Meets individual student needs	☐	☐	4	4.00	
VI. COMMUNICATES WITH OTHERS					
A. Uses standard English when speaking	☐	☐	5	5.00	
B. Uses standard English when writing	☐	☐	NA	N/A	4.50
C. Provides clear instructions and explanations	☐	☐	4	4.00	

VII. EVOKES DESIRED RESPONSES FROM STUDENTS

A. Gains students' attention	☐	☐	5	5.00	MEAN
B. Provides stimuli or cues	☐	☐	4	4.00	4.33
C. Obtains responses for evaluation	☐	☐	4	4.00	

VIII. PROMOTES BEHAVIORAL CHANGE

A. Provides motivating activities	☐	☐	3	3.00	
B. Records responses	☐	☐	2	2.00	3.00
C. Discriminates between correct/incorrect responses	☐	☐	4	4.00	

IX. PROVIDES A POSITIVE LEARNING ATMOSPHERE

A. Maintains physical environment	☐	☐	3	3.00	
B. Maintains on-task behavior	☐	☐	5	5.00	4.0
C. Maintains effective working relationships	☐	☐	4	4.00	
D. Reinforces responses of students	☐	☐	4	4.00	

X. MEETS PROFESSIONAL OBLIGATIONS & RESPONSIBILITIES

A. Demonstrates independent work habits

	a	b	c	d
D				
P				
S				

☐ ☐ ☐

B. Demonstrates professional conduct

	a	b	c	d
D				
P				
S				

☐ ☐ ☐ NA N/A

C. Demonstrates ethical behavior

	a	b	c	d
D				
P				
S				

☐ ☐ ☐

XI. ENGAGES IN SELF-IMPROVEMENT

A. Determines professional needs

	a	b	c	d
D				
P				
S				

☐ ☐ ☐ N/A

B. Participates in professional growth

	a	b	c	d
D	X	X	X	
P				
S				

☐ ☐ 4 4.00 4.00

118 **I.D. Number** [redacted]

I. COORDINATES AND MANAGES PROGRAM					
A. Informs faculty of services	5	3	1	3.00	
B. Develops schedule	5	4	4	4.33	EAN
C. Maintains records and student information	5	4	4	4.33	4.08
D. Implements procedures	5	4	5	4.67	
II. EMPLOYS CASE ADMINISTRATION PROCEDURES					
A. Follows through on referrals	5	5	3	4.33	
B. Makes referrals for further evaluations	5	3	3	3.67	
C. Uses entrance criteria	4	3	4	3.67	4.00
D. Uses exit criteria	5	4	4	4.33	
III. EVALUATES STUDENTS FOR SPEECH-LANGUAGE IMPAIRMENTS					
A. Obtains and uses information	☐	☐	5	5.00	3.50
B. Selects and organizes evaluation procedures	☐	☐	2	2.00	
IV. PLANS STUDENT SPEECH-LANGUAGE PROGRAM					
A. Utilizes available information for long range goals	☐	4	4	4.00	
B. Develops short term objectives	☐	4	5	4.50	4.17
C. Adjusts student objectives	☐	4	4	4.00	
V.. USES PROCEDURES AND MATERIALS FOR THERAPY					
A. Uses appropriate materials	☐	3	4	3.50	3.50
B. Meets individual student needs	☐	3	4	3.50	
VI. COMMUNICATES WITH OTHERS					
A. Uses standard English when speaking	5	5	5	5.00	
B. Uses standard English when writing	5	5	4	4.67	4.73
C. Provides clear instructions and explanations	5	4	NA	4.50	

VII. EVOKES DESIRED RESPONSES FROM STUDENTS

					MEAN
A. Gains students' attention	☐	☐	4	4.00	
B. Provides stimuli or cues	☐	☐	4	4.00	4.00
C. Obtains responses for evaluation	☐	☐	4	4.00	

VIII. PROMOTES BEHAVIORAL CHANGE

A. Provides motivating activities	☐	☐	5	5.00	
B. Records responses	☐	☐	4	4.00	4.33
C. Discriminates between correct/incorrect responses	☐	☐	4	4.00	

IX. PROVIDES A POSITIVE LEARNING ATMOSPHERE

A. Maintains physical environment	4	3	4	3.67	
B. Maintains on-task behavior	5	3	4	4.00	4.08
C. Maintains effective working relationships	5	4	4	4.33	
D. Reinforces responses of students	5	4	4	4.33	

X. MEETS PROFESSIONAL OBLIGATIONS & RESPONSIBILITIES

A. Demonstrates independent work habits	a b c d D ☐ ☐ ☐ ☐ P ☒ ☒ ☒ ☒ S ☒ ☒ ☐ ☒	5	4	☐	4.50	
B. Demonstrates professional conduct	a b c d D ☐ ☐ ☐ ☐ P ☒ ☒ ☒ ☒ S ☒ ☒ ☐ ☒	5	4	☐	4.50	[illegible]
C. Demonstrates ethical behavior	a b c d D ☐ ☐ ☐ ☐ P ☒ ☒ ☒ ☐ S ☐ ☒ ☒ ☐	4	3	☐	3.50	

XI. ENGAGES IN SELF-IMPROVEMENT

A. Determines professional needs	a b c d D ☐ ☐ ☐ ☐ P ☒ ☒ ☒ ☒ S ☒ ☐ ☒ ☒	5	4	☐	4.50	4.75
B. Participates in professional growth	a b c d D ☒ ☒ ☒ ☒ P ☒ ☒ ☒ ☒ S ☒ ☒ ☒ ☒	5	5	5	5.00	

Form 11-79 SECT/SLP

119 I.D. Number [redacted]

					MEAN
I. COORDINATES AND MANAGES PROGRAM					
A. Informs faculty of services	4	3	2	3.00	3.33
B. Develops schedule	3	4	3	3.33	
C. Maintains records and student information	4	4	2	3.33	
D. Implements procedures	4	2	5	3.67	
II. EMPLOYS CASE ADMINISTRATION PROCEDURES					
A. Follows through on referrals	4	4	4	4.00	3.68
B. Makes referrals for further evaluations	3	4	2	3.00	
C. Uses entrance criteria	3	4	4	3.67	
D. Uses exit criteria	2	4	4	4.00	
III. EVALUATES STUDENTS FOR SPEECH-LANGUAGE IMPAIRMENTS					
A. Obtains and uses information	☐	☐	3	3.00	3.00
B. Selects and organizes evaluation procedures	☐	☐	3	3.00	
IV. PLANS STUDENT SPEECH-LANGUAGE PROGRAM					
A. Utilizes available information for long range goals	☐	2	2	2.00	2.67
B. Develops short term objectives	☐	2	3	2.50	
C. Adjusts student objectives	☐	3	4	3.50	
V.. USES PROCEDURES AND MATERIALS FOR THERAPY					
A. Uses appropriate materials	☐	4	4	4.00	3.75
B. Meets individual student needs	☐	3	4	3.50	
VI. COMMUNICATES WITH OTHERS					
A. Uses standard English when speaking	4	5	3	4.00	4.11
B. Uses standard English when writing	4	5	4	4.33	
C. Provides clear instructions and explanations	3	5	4	4.00	

VII. EVOKES DESIRED RESPONSES FROM STUDENTS

				MEAN	
A. Gains students' attention	☐	☐	4	4.00	3.33
B. Provides stimuli or cues	☐	☐	2	2.00	
C. Obtains responses for evaluation	☐	☐	4	4.00	

VIII. PROMOTES BEHAVIORAL CHANGE

A. Provides motivating activities	☐	☐	2	2.00	3.33
B. Records responses	☐	☐	4	4.00	
C. Discriminates between correct/incorrect responses	☐	☐	4	4.00	

IX. PROVIDES A POSITIVE LEARNING ATMOSPHERE

A. Maintains physical environment	4	4	3	3.67	3.75
B. Maintains on-task behavior	4	4	5	4.33	
C. Maintains effective working relationships	4	4	4	4.00	
D. Reinforces responses of students	3	3	3	3.00	

X. MEETS PROFESSIONAL OBLIGATIONS & RESPONSIBILITIES

	a b c d					
A. Demonstrates independent work habits	D ☐ ☐ ☐ ☐ P ☐ ☐ ☐ ☐ S ☒ ☒ ☐ ☐	3	3	☐	3.00	3.17
B. Demonstrates professional conduct	D ☐ ☐ ☐ ☐ P ☐ ☐ ☐ ☐ S ☒ ☐ ☒ ☒	3	3	☐	3.00	
C. Demonstrates ethical behavior	D ☐ ☐ ☐ ☐ P ☐ ☐ ☐ ☐ S ☒ ☐ ☒ ☐	4	3	☐	3.50	

XI. ENGAGES IN SELF-IMPROVEMENT

	a b c d					
A. Determines professional needs	D ☐ ☐ ☐ ☐ P ☐ ☐ ☐ ☐ S ☒ ☒ ☒ ☒	N/A	5	☐	5.00	4.67
B. Participates in professional growth	D ☒ ☐ ☒ ☐ P ☒ ☒ ☒ ☒ S ☒ ☒ ☒ ☒	5	5	3	4.33	

120 **I.D. Number** [redacted]

I. COORDINATES AND MANAGES PROGRAM

					MEAN
A. Informs faculty of services	4	5	4	4.33	
B. Develops schedule	5	5	5	5.00	
C. Maintains records and student information	5	4	4	4.33	4.17
D. Implements procedures	5	5	5	5.00	

II. EMPLOYS CASE ADMINISTRATION PROCEDURES

A. Follows through on referrals	5	5	5	5.00	
B. Makes referrals for further evaluations	5	5	3	4.33	
C. Uses entrance criteria	5	5	5	5.00	4.75
D. Uses exit criteria	5	5	4	4.67	

III. EVALUATES STUDENTS FOR SPEECH-LANGUAGE IMPAIRMENTS

A. Obtains and uses information	☐	☐	5	5.00	5.00
B. Selects and organizes evaluation procedures	☐	☐	5	5.00	

IV. PLANS STUDENT SPEECH-LANGUAGE PROGRAM

A. Utilizes available information for long range goals	☐	5	5	5.00	
B. Develops short term objectives	☐	5	5	5.00	4.83
C. Adjusts student objectives	☐	5	4	4.50	

V.. USES PROCEDURES AND MATERIALS FOR THERAPY

A. Uses appropriate materials	☐	5	4	4.50	4.25
B. Meets individual student needs	☐	4	4	4.00	

VI. COMMUNICATES WITH OTHERS

A. Uses standard English when speaking	5	5	5	5.00	
B. Uses standard English when writing	5	5	4	4.67	4.89
C. Provides clear instructions and explanations	5	5	5	5.00	

VII. EVOKES DESIRED RESPONSES FROM STUDENTS

					MEAN
A. Gains students' attention	☐	☐	5	5.00	4.6
B. Provides stimuli or cues	☐	☐	5	5.00	
C. Obtains responses for evaluation	☐	☐	4	4.00	

VIII. PROMOTES BEHAVIORAL CHANGE

A. Provides motivating activities	☐	☐	5	5.00	4.00
B. Records responses	☐	☐	3	3.00	
C. Discriminates between correct/incorrect responses	☐	☐	4	4.00	

IX. PROVIDES A POSITIVE LEARNING ATMOSPHERE

A. Maintains physical environment	5	5	5	5.00	4:7
B. Maintains on-task behavior	5	4	5	4.67	
C. Maintains effective working relationships	5	5	4	4.67	
D. Reinforces responses of students	5	5	4	4.67	

X. MEETS PROFESSIONAL OBLIGATIONS & RESPONSIBILITIES

A. Demonstrates independent work habits	a b c d D ☐☐☐☐ P ☒☒☒☒ S ☒☒☒☒	5	5	☐	5.00	5.00
B. Demonstrates professional conduct	a b c d D ☐☐☐☐ P ☒☒☒☒ S ☒☒☒☒	5	5	☐	5.00	
C. Demonstrates ethical behavior	a b c d D ☐☐☐☐ P ☒☒☒☒ S ☒☒☒☒	5	5	☐	5.00	

XI. ENGAGES IN SELF-IMPROVEMENT

A. Determines professional needs	a b c d D ☐☐☐☐ P ☒☒☒☒ S ☐☒☒☒	5	4	☐	4.50	4.5
B. Participates in professional growth	a b c d D ☒☒☒☐ P ☒☒☒☒ S ☒☒☒☒	5	5	4	4.67	

121 **I.D. Number** [redacted]

I. COORDINATES AND MANAGES PROGRAM

A. Informs faculty of services	4	4	4	4.00	
B. Develops schedule	5	5	5	5.00	MEAN
C. Maintains records and student information	4	4	4	4.00	4.42
D. Implements procedures	5	4	5	4.67	

II. EMPLOYS CASE ADMINISTRATION PROCEDURES

A. Follows through on referrals	4	5	4	4.33	
B. Makes referrals for further evaluations	5	4	5	4.67	
C. Uses entrance criteria	5	4	5	4.67	4.58
D. Uses exit criteria	5	5	4	4.67	

III. EVALUATES STUDENTS FOR SPEECH-LANGUAGE IMPAIRMENTS

A. Obtains and uses information	☐	☐	5	5.00	5.00
B. Selects and organizes evaluation procedures	☐	☐	5	5.00	

IV. PLANS STUDENT SPEECH-LANGUAGE PROGRAM

A. Utilizes available information for long range goals	5	4	5	4.67	
B. Develops short term objectives	5	5	5	5.00	4.33
C. Adjusts student objectives	4	4	2	3.33	

V.. USES PROCEDURES AND MATERIALS FOR THERAPY

A. Uses appropriate materials	☐	4	2	3.00	3.25
B. Meets individual student needs	☐	4	3	3.50	

VI. COMMUNICATES WITH OTHERS

A. Uses standard English when speaking	☐	5	5	5.00	
B. Uses standard English when writing	☐	5	4	4.50	4.83
C. Provides clear instructions and explanations	☐	5	5	5.00	

VII. EVOKES DESIRED RESPONSES FROM STUDENTS

					MEAN
A. Gains students' attention	☐	☐	5	5.00	
B. Provides stimuli or cues	☐	☐	3	3.00	3.67
C. Obtains responses for evaluation	☐	☐	3	3.00	

VIII. PROMOTES BEHAVIORAL CHANGE

A. Provides motivating activities	☐	☐	2	2.00	
B. Records responses	☐	☐	4	4.00	3.00
C. Discriminates between correct/incorrect responses	☐	☐	3	3.00	

IX. PROVIDES A POSITIVE LEARNING ATMOSPHERE

A. Maintains physical environment	4	5	5	4.67	
B. Maintains on-task behavior	4	5	4	4.33	4.25
C. Maintains effective working relationships	4	4	4	4.00	
D. Reinforces responses of students	4	4	4	4.00	

X. MEETS PROFESSIONAL OBLIGATIONS & RESPONSIBILITIES

	a b c d					
A. Demonstrates independent work habits	D ☐☐☐☐ P ☒☒☒☒ S ☒☒☒☒	5	5	☐	5.00	
B. Demonstrates professional conduct	D ☐☐☐☐ P ☒☐☒☒ S ☒☒☒☒	4	5	☐	4.50	4.83
C. Demonstrates ethical behavior	D ☐☐☐☐ P ☒☒☒☒ S ☒☒☒☒	5	5	☐	5.00	

XI. ENGAGES IN SELF-IMPROVEMENT

	a b c d					
A. Determines professional needs	D ☐☐☐☐ P ☒☐☒☐ S ☐☐☐☐	3	4	☐	3.50	4.06
B. Participates in professional growth	D ☒☒☒☒ P ☐☐☐☐ S ☒☒☒☐	4	5	5	4.67	

122

I.D. Number [redacted]

					MEAN
I. COORDINATES AND MANAGES PROGRAM					
A. Informs faculty of services	4	4	2	3.33	
B. Develops schedule	5	5	5	5.00	
C. Maintains records and student information	4	4	3	3.67	3.92
D. Implements procedures	4	4	3	3.67	
II. EMPLOYS CASE ADMINISTRATION PROCEDURES					
A. Follows through on referrals	5	5	3	4.33	
B. Makes referrals for further evaluations	5	5	4	4.67	
C. Uses entrance criteria	3	3	2	2.67	4.08
D. Uses exit criteria	5	5	4	4.67	
III. EVALUATES STUDENTS FOR SPEECH-LANGUAGE IMPAIRMENTS					
A. Obtains and uses information	☐	☐	4	4.00	4.00
B. Selects and organizes evaluation procedures	☐	☐	4	4.00	
IV. PLANS STUDENT SPEECH-LANGUAGE PROGRAM					
A. Utilizes available information for long range goals	☐	5	3	4.00	
B. Develops short term objectives	☐	5	5	5.00	4.33
C. Adjusts student objectives	☐	5	3	4.00	
V.. USES PROCEDURES AND MATERIALS FOR THERAPY					
A. Uses appropriate materials	☐	5	4	4.50	4.25
B. Meets individual student needs	☐	5	3	4.00	
VI. COMMUNICATES WITH OTHERS					
A. Uses standard English when speaking	5	5	5	5.00	
B. Uses standard English when writing	5	5	4	4.67	4.78
C. Provides clear instructions and explanations	5	5	4	4.67	

VII. EVOKES DESIRED RESPONSES FROM STUDENTS

					MEAN
A. Gains students' attention	☐	☐	4	4.00	4.00
B. Provides stimuli or cues	☐	☐	3	3.00	
C. Obtains responses for evaluation	☐	☐	5	5.00	

VIII. PROMOTES BEHAVIORAL CHANGE

A. Provides motivating activities	☐	☐	3	3.00	3.67
B. Records responses	☐	☐	4	4.00	
C. Discriminates between correct/incorrect responses	☐	☐	4	4.00	

IX. PROVIDES A POSITIVE LEARNING ATMOSPHERE

A. Maintains physical environment	5	5	5	5.00	4.8
B. Maintains on-task behavior	5	5	4	4.67	
C. Maintains effective working relationships	5	5	5	5.00	
D. Reinforces responses of students	5	5	4	4.67	

X. MEETS PROFESSIONAL OBLIGATIONS & RESPONSIBILITIES

	a b c d					
A. Demonstrates independent work habits	D ☐☐☐☐ P ☒☒☐☒ S ☒☒☒☒	4	5	☐	4.50	4.8
B. Demonstrates professional conduct	D ☐☐☐☐ P ☒☒☒☒ S ☒☒☒☒	5	5	☐	5.00	
C. Demonstrates ethical behavior	D ☐☐☐☐ P ☒☒☒☒ S ☒☒☒☒	5	5	☐	5.00	

XI. ENGAGES IN SELF-IMPROVEMENT

	a b c d					
A. Determines professional needs	D ☐☐☐☐ P ☒☒☒☒ S ☒☒☒☒	5	5	☐	5.00	5.00
B. Participates in professional growth	D ☒☒☒☒ P ☒☒☒☒ S ☒☒☒☒	5	5	5	5.00	

123 I.D. Number [redacted]

					MEAN
I. COORDINATES AND MANAGES PROGRAM					
A. Informs faculty of services	4	5	4	4.33	
B. Develops schedule	4	5	5	4.67	
C. Maintains records and student information	4	4	4	4.00	4.33
D. Implements procedures	4	5	4	4.33	
II. EMPLOYS CASE ADMINISTRATION PROCEDURES					
A. Follows through on referrals	4	5	4	4.33	
B. Makes referrals for further evaluations	4	4	3	3.67	
C. Uses entrance criteria	4	4	4	4.00	4.00
D. Uses exit criteria	4	4	4	4.00	
III. EVALUATES STUDENTS FOR SPEECH-LANGUAGE IMPAIRMENTS					
A. Obtains and uses information	☐	☐	4	4.00	4.00
B. Selects and organizes evaluation procedures	☐	☐	4	4.00	
IV. PLANS STUDENT SPEECH-LANGUAGE PROGRAM					
A. Utilizes available information for long range goals	☐	4	3	3.50	
B. Develops short term objectives	☐	4	3	3.50	3.83
C. Adjusts student objectives	☐	4	5	4.50	
V.. USES PROCEDURES AND MATERIALS FOR THERAPY					
A. Uses appropriate materials	☐	5	4	4.50	4.25
B. Meets individual student needs	☐	4	4	4.00	
VI. COMMUNICATES WITH OTHERS					
A. Uses standard English when speaking	5	5	5	5.00	4.78
B. Uses standard English when writing	5	5	4	4.67	[illegible]
C. Provides clear instructions and explanations	4	5	5	4.67	

VII. EVOKES DESIRED RESPONSES FROM STUDENTS

					MEAN
A. Gains students' attention	☐	☐	4	4.00	
B. Provides stimuli or cues	☐	☐	4	4.00	4.00
C. Obtains responses for evaluation	☐	☐	4	4.00	

VIII. PROMOTES BEHAVIORAL CHANGE

A. Provides motivating activities	☐	☐	4	4.00	
B. Records responses	☐	☐	4	4.00	4.00
C. Discriminates between correct/incorrect responses	☐	☐	4	4.00	

IX. PROVIDES A POSITIVE LEARNING ATMOSPHERE

A. Maintains physical environment	4	5	5	4.67	
B. Maintains on-task behavior	4	4	4	4.00	4.25
C. Maintains effective working relationships	4	4	4	4.00	
D. Reinforces responses of students	4	4	5	4.33	

X. MEETS PROFESSIONAL OBLIGATIONS & RESPONSIBILITIES

	a b c d					
A. Demonstrates independent work habits	D ☐☐☐☐ P ☒☒☒☒ S ☒☒☒☒	5	5	☐	5.00	
B. Demonstrates professional conduct	D ☐☐☐☐ P ☒☒☒☒ S ☒☒☒☒	5	5	☐	5.00	4.83
C. Demonstrates ethical behavior	D ☐☐☐☐ P ☒☒☒☒ S ☒☒☒☒	4	5	☐	4.50	

XI. ENGAGES IN SELF-IMPROVEMENT

	a b c d					
A. Determines professional needs	D ☐☐☐☐ P ☒☒☒☒ S ☒☒☒☒	5	5	☐	5.00	4.84
B. Participates in professional growth	D ☒☒☒☒ P ☒☒☒☒ S ☒☒☒☐	5	4	5	4.67	

Form 11-78 SECT/SLP

124 **I.D. Number** [redacted]

I. COORDINATES AND MANAGES PROGRAM					
A. Informs faculty of services	4	4	4	4.00	
B. Develops schedule	4	4	4	4.00	MEAN
C. Maintains records and student information	5	4	2	3.67	4.00
D. Implements procedures	5	4	4	4.33	
II. EMPLOYS CASE ADMINISTRATION PROCEDURES					
A. Follows through on referrals	☐	5	4	4.50	
B. Makes referrals for further evaluations	☐	4	5	4.50	
C. Uses entrance criteria	☐	3	3	3.00	3.88
D. Uses exit criteria	☐	4	3	3.50	
III. EVALUATES STUDENTS FOR SPEECH-LANGUAGE IMPAIRMENTS					
A. Obtains and uses information	☐	☐	4	4.00	3.00
B. Selects and organizes evaluation procedures	☐	☐	2	2.00	
IV. PLANS STUDENT SPEECH-LANGUAGE PROGRAM					
A. Utilizes available information for long range goals	☐	3	3	3.00	
B. Develops short term objectives	☐	4	3	3.50	3.33
C. Adjusts student objectives	☐	4	3	3.50	
V.. USES PROCEDURES AND MATERIALS FOR THERAPY					
A. Uses appropriate materials	☐	4	3	3.50	3.75
B. Meets individual student needs	☐	5	3	4.00	
VI. COMMUNICATES WITH OTHERS					
A. Uses standard English when speaking	5	5	5	5.00	4.56
B. Uses standard English when writing	5	5	4	4.67	~~[illegible]~~
C. Provides clear instructions and explanations	5	4	3	4.00	

VII. EVOKES DESIRED RESPONSES FROM STUDENTS

				MEAN	
A. Gains students' attention	☐	☐	5	5.00	
B. Provides stimuli or cues	☐	☐	3	3.00	4.00
C. Obtains responses for evaluation	☐	☐	4	4.00	

VIII. PROMOTES BEHAVIORAL CHANGE

A. Provides motivating activities	☐	☐	3	3.00	
B. Records responses	☐	☐	3	3.00	3.0
C. Discriminates between correct/incorrect responses	☐	☐	3	3.00	

IX. PROVIDES A POSITIVE LEARNING ATMOSPHERE

A. Maintains physical environment	4	5	5	4.67	4,67
B. Maintains on-task behavior	5	5	5	5.00	☐
C. Maintains effective working relationships	5	5	4	467	
D. Reinforces responses of students	5	5	3	4.33	

X. MEETS PROFESSIONAL OBLIGATIONS & RESPONSIBILITIES

A. Demonstrates independent work habits	a b c d D ☐ ☐ ☐ ☐ P ☒ ☒ ☒ ☒ S ☒ ☒ ☒ ☒	5	5	☐	5.00	
B. Demonstrates professional conduct	a b c d D ☐ ☐ ☐ ☐ P ☒ ☒ ☒ ☒ S ☒ ☒ ☒ ☒	5	5	☐	5.00	5.00
C. Demonstrates ethical behavior	a b c d D ☐ ☐ ☐ ☐ P ☒ ☒ ☒ ☒ S ☒ ☒ ☒ ☒	5	5	☐	5.00	

XI. ENGAGES IN SELF-IMPROVEMENT

A. Determines professional needs	a b c d D ☐ ☐ ☐ ☐ P ☐ ☒ ☒ ☒ S ☒ ☐ ☒ ☒	4	4	☐	4.00	4.3
B. Participates in professional growth	a b c d D ☒ ☒ ☐ ☒ P ☒ ☒ ☒ ☒ S ☒ ☒ ☒ ☒	5	5	4	4.67	

Form 11-79 SECT/SLP

125 I.D. Number [redacted] 144

I. COORDINATES AND MANAGES PROGRAM					
A. Informs faculty of services	3	4	4	3.67	
B. Develops schedule	5	5	5	5.00	MEAN
C. Maintains records and student information	4	3	4	3.67	4.00
D. Implements procedures	3	4	4	3.67	
II. EMPLOYS CASE ADMINISTRATION PROCEDURES					
A. Follows through on referrals	2	4	4	3.33	
B. Makes referrals for further evaluations	5	4	4	4.33	
C. Uses entrance criteria	4	4	5	4.33	3.83
D. Uses exit criteria	4	4	2	3.33	
III. EVALUATES STUDENTS FOR SPEECH-LANGUAGE IMPAIRMENTS					
A. Obtains and uses information	☐	☐	4	4.00	4.50
B. Selects and organizes evaluation procedures	☐	☐	5	5.00	
IV. PLANS STUDENT SPEECH-LANGUAGE PROGRAM					
A. Utilizes available information for long range goals	☐	4	3	3.50	
B. Develops short term objectives	☐	3	4	3.50	3.17
C. Adjusts student objectives	☐	2	3	2.50	
V.. USES PROCEDURES AND MATERIALS FOR THERAPY					
A. Uses appropriate materials	☐	3	3	3.00	2.75
B. Meets individual student needs	☐	3	2	2.50	
VI. COMMUNICATES WITH OTHERS					
A. Uses standard English when speaking	5	5	5	5.00	
B. Uses standard English when writing	5	5	4	4.67	4.67
C. Provides clear instructions and explanations	4	5	4	4.33	

VII. EVOKES DESIRED RESPONSES FROM STUDENTS

					MEAN
A. Gains students' attention	☐	☐	4	4.00	
B. Provides stimuli or cues	☐	☐	2	2.00	3.33
C. Obtains responses for evaluation	☐	☐	4	4.00	

VIII. PROMOTES BEHAVIORAL CHANGE

A. Provides motivating activities	☐	☐	2	2.00	
B. Records responses	☐	☐	4	4.00	3.00
C. Discriminates between correct/incorrect responses	☐	☐	3	3.00	

IX. PROVIDES A POSITIVE LEARNING ATMOSPHERE

A. Maintains physical environment	3	4	4	3.67	
B. Maintains on-task behavior	4	4	3	3.67	3.58
C. Maintains effective working relationships	4	4	4	4.00	
D. Reinforces responses of students	3	3	3	3.00	

X. MEETS PROFESSIONAL OBLIGATIONS & RESPONSIBILITIES

A. Demonstrates independent work habits	a b c d D ☐☐☐☐ P ☒☒☒☒ S ☐☐☐☐	5	4	☐	4.50	
B. Demonstrates professional conduct	a b c d D ☐☐☐☐ P ☒☒☒☒ S ☒☒☒☒	5	5	☐	5.00	4.67
C. Demonstrates ethical behavior	a b c d D ☐☐☐☐ P ☒☒☒☒ S ☒☐☒☒	5	4	☐	4.50	

XI. ENGAGES IN SELF-IMPROVEMENT

A. Determines professional needs	a b c d D ☐☐☐☐ P ☒☒☒☒ S ☒☒☒☒	5	5	☐	5.00	4.8
B. Participates in professional growth	a b c d D ☒☒☒☐ P ☒☒☒☒ S ☒☒☒☒	5	5	4	4.67	

Form 11-79 SECT/SLP

126 **I.D. Number** [redacted] 11

I. COORDINATES AND MANAGES PROGRAM					
A. Informs faculty of services	☐	☐	3	3.00	
B. Develops schedule	☐	☐	5	5.00	MEAN
C. Maintains records and student information	☐	☐	2	2.00	3.00
D. Implements procedures	☐	☐	2	2.00	
II. EMPLOYS CASE ADMINISTRATION PROCEDURES					
A. Follows through on referrals	☐	☐	4	4.00	
B. Makes referrals for further evaluations	☐	☐	3	3.00	
C. Uses entrance criteria	☐	☐	2	2.00	3.25
D. Uses exit criteria	☐	☐	4	4.00	
III. EVALUATES STUDENTS FOR SPEECH-LANGUAGE IMPAIRMENTS					
A. Obtains and uses information	☐	☐	5	5.00	4.50
B. Selects and organizes evaluation procedures	☐	☐	4	4.00	
IV. PLANS STUDENT SPEECH-LANGUAGE PROGRAM					
A. Utilizes available information for long range goals	☐	☐	3	3.00	
B. Develops short term objectives	☐	☐	2	2.00	3.33
C. Adjusts student objectives	☐	☐	5	5.00	
V.. USES PROCEDURES AND MATERIALS FOR THERAPY					
A. Uses appropriate materials	☐	☐	4	4.00	3.50
B. Meets individual student needs	☐	☐	3	3.00	
VI. COMMUNICATES WITH OTHERS					
A. Uses standard English when speaking	☐	☐	5	5.00	
B. Uses standard English when writing	☐	☐	3	3.00	4.33
C. Provides clear instructions and explanations	☐	☐	5	5.00	

VII. EVOKES DESIRED RESPONSES FROM STUDENTS

						MEAN
A. Gains students' attention		☐	☐	3	3.00	
B. Provides stimuli or cues		☐	☐	3	3.00	3.33
C. Obtains responses for evaluation		☐	☐	4	4.00	

VIII. PROMOTES BEHAVIORAL CHANGE

A. Provides motivating activities		☐	☐	4	4.00	
B. Records responses		☐	☐	1	1.00	2.67
C. Discriminates between correct/incorrect responses		☐	☐	3	3.00	

IX. PROVIDES A POSITIVE LEARNING ATMOSPHERE

A. Maintains physical environment		☐	☐	4	4.00	
B. Maintains on-task behavior		☐	☐	5	5.00	4.00
C. Maintains effective working relationships		☐	☐	4	4.00	
D. Reinforces responses of students		☐	☐	3	3.00	

X. MEETS PROFESSIONAL OBLIGATIONS & RESPONSIBILITIES

A. Demonstrates independent work habits	a b c d D ☐ ☐ ☐ ☐ P ☐ ☐ ☐ ☐ S ☐ ☐ ☐ ☐	☐	☐	☐		
B. Demonstrates professional conduct	a b c d D ☐ ☐ ☐ ☐ P ☐ ☐ ☐ ☐ S ☐ ☐ ☐ ☐	☐	☐	☐		N/A
C. Demonstrates ethical behavior	a b c d D ☐ ☐ ☐ ☐ P ☐ ☐ ☐ ☐ S ☐ ☐ ☐ ☐	☐	☐	☐		

XI. ENGAGES IN SELF-IMPROVEMENT

A. Determines professional needs	a b c d D ☐ ☐ ☐ ☐ P ☐ ☐ ☐ ☐ S ☐ ☐ ☐ ☐	☐	☐	☐		4.00
B. Participates in professional growth	a b c d D ☐ ☒ ☒ ☒ P ☐ ☐ ☐ ☐ S ☐ ☐ ☐ ☐	☐	☐	4	4.00	

Form 11-79 SECT/SLP

127

I.D. Number [redacted]

I. COORDINATES AND MANAGES PROGRAM					
A. Informs faculty of services	4	5	4	4.33	
B. Develops schedule	5	5	5	5.00 MEAN	
C. Maintains records and student information	5	5	3	4.33	4.67
D. Implements procedures	5	5	5	5.00	
II. EMPLOYS CASE ADMINISTRATION PROCEDURES					
A. Follows through on referrals	5	5	4	4.67	
B. Makes referrals for further evaluations	5	5	5	5.00	
C. Uses entrance criteria	5	4	3	4.00	4.29
D. Uses exit criteria	5	N/A	2	3.50	
III. EVALUATES STUDENTS FOR SPEECH-LANGUAGE IMPAIRMENTS					
A. Obtains and uses information	☐	☐	4	4.00	3.00
B. Selects and organizes evaluation procedures	☐	☐	2	2.00	
IV. PLANS STUDENT SPEECH-LANGUAGE PROGRAM					
A. Utilizes available information for long range goals	☐	5	1	3.00	
B. Develops short term objectives	☐	5	3	4.00	3.50
C. Adjusts student objectives	☐	5	2	3.50	
V. USES PROCEDURES AND MATERIALS FOR THERAPY					
A. Uses appropriate materials	☐	5	3	4.00	4.00
B. Meets individual student needs	☐	5	3	4.00	
VI. COMMUNICATES WITH OTHERS					
A. Uses standard English when speaking	5	5	5	5.00	
B. Uses standard English when writing	5	5	4	4.67	4.44
C. Provides clear instructions and explanations	5	4	2	3.67	

VII. EVOKES DESIRED RESPONSES FROM STUDENTS

				MEAN	
A. Gains students' attention	☐	☐	4	4.00	
B. Provides stimuli or cues	☐	☐	3	3.00	3.33
C. Obtains responses for evaluation	☐	☐	3	3.00	

VIII. PROMOTES BEHAVIORAL CHANGE

A. Provides motivating activities	☐	☐	3	3.00	
B. Records responses	☐	☐	2	2.00	2.67
C. Discriminates between correct/incorrect responses	☐	☐	3	3.00	

IX. PROVIDES A POSITIVE LEARNING ATMOSPHERE

A. Maintains physical environment	5	5	4	4.67	
B. Maintains on-task behavior	5	5	4	4.67	4.58
C. Maintains effective working relationships	5	5	4	4.67	
D. Reinforces responses of students	5	5	3	4.33	

X. MEETS PROFESSIONAL OBLIGATIONS & RESPONSIBILITIES

A. Demonstrates independent work habits	a b c d D ☐☐☐☐ P ☒☒☒☒ S ☐☐☐☐	5	4	☐	4.50	
B. Demonstrates professional conduct	a b c d D ☐☐☐☐ P ☒☒☒☒ S ☐☐☐☐	5	5	☐	5.00	4.6
C. Demonstrates ethical behavior	a b c d D ☐☐☐☐ P ☒☒☒☐ S ☐☐☐☐	4	5	☐	4.50	

XI. ENGAGES IN SELF-IMPROVEMENT

A. Determines professional needs	a b c d D ☐☐☐☐ P ☒☒☒☒ S ☐☐☐☐	5	NA	☐	5.00	4.5
B. Participates in professional growth	a b c d D ☒☐☒☐ P ☒☒☒☒ S ☐☐☐☐	5	NA	3	4.00	

Form 11-79 SECT/SLP

128 I.D. Number [redacted]

I. COORDINATES AND MANAGES PROGRAM					
A. Informs faculty of services	5	3	5	4.33	
B. Develops schedule	5	5	5	5.00	MEAN
C. Maintains records and student information	4	4	4	4.00	4.50
D. Implements procedures	5	4	5	4.67	
II. EMPLOYS CASE ADMINISTRATION PROCEDURES					
A. Follows through on referrals	5	5	4	4.67	
B. Makes referrals for further evaluations	5	5	5	5.00	
C. Uses entrance criteria	5	2	5	4.00	4.58
D. Uses exit criteria	5	5	4	4.67	
III. EVALUATES STUDENTS FOR SPEECH-LANGUAGE IMPAIRMENTS					
A. Obtains and uses information	☐	☐	5	5.00	5.00
B. Selects and organizes evaluation procedures	☐	☐	5	5.00	
IV. PLANS STUDENT SPEECH-LANGUAGE PROGRAM					
A. Utilizes available information for long range goals	☐	5	5	5.00	
B. Develops short term objectives	☐	5	5	5.00	4.83
C. Adjusts student objectives	☐	5	4	4.50	
V.. USES PROCEDURES AND MATERIALS FOR THERAPY					
A. Uses appropriate materials	☐	☐	4	4.00	4.00
B. Meets individual student needs	☐	☐	4	4.00	
VI. COMMUNICATES WITH OTHERS					
A. Uses standard English when speaking	5	5	3	4.33	
B. Uses standard English when writing	5	5	4	4.67	4.67
C. Provides clear instructions and explanations	5	5	5	5.00	

VII. EVOKES DESIRED RESPONSES FROM STUDENTS

				MEAN	
A. Gains students' attention	☐	☐	5	5.00	
B. Provides stimuli or cues	☐	☐	4	4.00	4.33
C. Obtains responses for evaluation	☐	☐	4	4.00	

VIII. PROMOTES BEHAVIORAL CHANGE

A. Provides motivating activities	☐	☐	3	3.00	
B. Records responses	☐	☐	4	4.00	3.67
C. Discriminates between correct/incorrect responses	☐	☐	4	4.00	

IX. PROVIDES A POSITIVE LEARNING ATMOSPHERE

A. Maintains physical environment	5	5	5	5.00	
B. Maintains on-task behavior	5	5	4	4.67	4.83
C. Maintains effective working relationships	5	5	4	4.67	
D. Reinforces responses of students	5	5	5	5.00	

X. MEETS PROFESSIONAL OBLIGATIONS & RESPONSIBILITIES

	a b c d					
A. Demonstrates independent work habits	D ☐☐☐☐ P ☐☐☐☐ S ☒☒☒☒	5	5	☐	5.00	
B. Demonstrates professional conduct	D ☐☐☐☐ P ☐☐☐☐ S ☒☒☒☒	5	5	☐	5.00	5.0
C. Demonstrates ethical behavior	D ☐☐☐☐ P ☐☐☐☐ S ☒☒☒☒	5	5	☐	5.00	

XI. ENGAGES IN SELF-IMPROVEMENT

	a b c d					
A. Determines professional needs	D ☐☐☐☐ P ☐☐☐☐ S ☒☒☒☒	5	5	☐	5.00	5.0
B. Participates in professional growth	D ☒☒☒☒ P ☐☐☐☐ S ☒☒☒☒	5	5	5	5.00	

Form 11-79 SECT/SLP

129 [redacted]

I.D. Number [redacted]

I. COORDINATES AND MANAGES PROGRAM

A. Informs faculty of services	3	4	5	4.00	
B. Develops schedule	3	5	5	4.33	MEAN
C. Maintains records and student information	3	4	4	3.67	4.17
D. Implements procedures	5	5	4	4.67	

II. EMPLOYS CASE ADMINISTRATION PROCEDURES

A. Follows through on referrals	5	5	4	4.67	
B. Makes referrals for further evaluations	5	5	3	4.33	
C. Uses entrance criteria	4	4	4	4.00	4.33
D. Uses exit criteria	5	4	4	4.33	

III. EVALUATES STUDENTS FOR SPEECH-LANGUAGE IMPAIRMENTS

A. Obtains and uses information	☐	☐	5	5.00	5.00
B. Selects and organizes evaluation procedures	☐	☐	5	5.00	

IV. PLANS STUDENT SPEECH-LANGUAGE PROGRAM

A. Utilizes available information for long range goals	☐	5	2	3.50	
B. Develops short term objectives	☐	5	3	4.00	3.83
C. Adjusts student objectives	☐	4	4	4.00	

V.. USES PROCEDURES AND MATERIALS FOR THERAPY

A. Uses appropriate materials	☐	4	4	4.00	4.00
B. Meets individual student needs	☐	4	4	4.00	

VI. COMMUNICATES WITH OTHERS

A. Uses standard English when speaking	5	5	5	5.00	
B. Uses standard English when writing	4	5	4	4.33	4.56
C. Provides clear instructions and explanations	4	4	5	4.33	

VII. EVOKES DESIRED RESPONSES FROM STUDENTS

				MEAN	
A. Gains students' attention	☐	☐	5	5.00	
B. Provides stimuli or cues	☐	☐	4	4.00	4.00
C. Obtains responses for evaluation	☐	☐	3	3.00	

VIII. PROMOTES BEHAVIORAL CHANGE

A. Provides motivating activities	☐	☐	5	5.00	
B. Records responses	☐	☐	4	4.00	4.67
C. Discriminates between correct/incorrect responses	☐	☐	5	5.00	

IX. PROVIDES A POSITIVE LEARNING ATMOSPHERE

A. Maintains physical environment	3	3	3	3.00	
B. Maintains on-task behavior	4	3	4	3.67	3.83
C. Maintains effective working relationships	5	4	4	4.33	
D. Reinforces responses of students	5	4	4	4.33	

X. MEETS PROFESSIONAL OBLIGATIONS & RESPONSIBILITIES

A. Demonstrates independent work habits	a b c d D ☐☐☐☐ P ☒☐☒☒ S ☒☒☒☐	4	4	☐	4.00	
B. Demonstrates professional conduct	a b c d. D ☐☐☐☐ P ☒☐☒☒ S ☒☒☒☒	4	5	☐	4.50	4.17
C. Demonstrates ethical behavior	a b c d D ☐☐☐☐ P ☒☒☒☐ S ☒☒☒☒	4	4	☐	4.00	

XI. ENGAGES IN SELF-IMPROVEMENT

A. Determines professional needs	a b c d D ☐☐☐☐ P ☐☒☒☒ S ☒☒☒☐	4	4	☐	4.00	4.25
B. Participates in professional growth	a b c d D ☒☒☒☒ P ☐☐☐☐ S ☒☒☒☐	N/A	4	5	4.50	

130 I.D. Number [redacted]

I. COORDINATES AND MANAGES PROGRAM

					MEAN
A. Informs faculty of services	☐	3	5	4.00	4.13
B. Develops schedule	☐	5	5	5.00	
C. Maintains records and student information	☐	3	4	3.50	
D. Implements procedures	☐	4	4	4.00	

II. EMPLOYS CASE ADMINISTRATION PROCEDURES

A. Follows through on referrals	☐	5	5	5.00	4.63
B. Makes referrals for further evaluations	☐	5	5	5.00	
C. Uses entrance criteria	☐	5	4	4.50	
D. Uses exit criteria	☐	4	4	4.00	

III. EVALUATES STUDENTS FOR SPEECH-LANGUAGE IMPAIRMENTS

A. Obtains and uses information	☐	☐	5	5.00	4.50
B. Selects and organizes evaluation procedures	☐	☐	4	4.00	

IV. PLANS STUDENT SPEECH-LANGUAGE PROGRAM

A. Utilizes available information for long range goals	☐	5	4	4.50	4.50
B. Develops short term objectives	☐	5	5	5.00	
C. Adjusts student objectives	☐	3	5	4.00	

V.. USES PROCEDURES AND MATERIALS FOR THERAPY

A. Uses appropriate materials	☐	4	3	3.50	4.00
B. Meets individual student needs	☐	5	4	4.50	

VI. COMMUNICATES WITH OTHERS

A. Uses standard English when speaking	☐	5	5	5.00	4.67
B. Uses standard English when writing	☐	4	4	4.00	
C. Provides clear instructions and explanations	☐	5	5	5.00	

VII. EVOKES DESIRED RESPONSES FROM STUDENTS

					MEAN
A. Gains students' attention	☐	☐	3	3.00	
B. Provides stimuli or cues	☐	☐	4	4.00	3.6
C. Obtains responses for evaluation	☐	☐	4	4.00	

VIII. PROMOTES BEHAVIORAL CHANGE

A. Provides motivating activities	☐	☐	3	3.00	
B. Records responses	☐	☐	2	2.00	3.33
C. Discriminates between correct/incorrect responses	☐	☐	5	5.00	

IX. PROVIDES A POSITIVE LEARNING ATMOSPHERE

A. Maintains physical environment	☐	5	5	5.00	
B. Maintains on-task behavior	☐	5	4	4.50	4.65
C. Maintains effective working relationships	☐	5	4	4.50	
D. Reinforces responses of students	☐	5	4	4.50	

X. MEETS PROFESSIONAL OBLIGATIONS & RESPONSIBILITIES

A. Demonstrates independent work habits	a b c d D ☐ ☐ ☐ ☐ P ☐ ☐ ☐ ☐ S ☒ ☒ ☒ ☒	☐	5	☐	5.00	
B. Demonstrates professional conduct	a b c d D ☐ ☐ ☐ ☐ P ☐ ☐ ☐ ☐ S ☒ ☒ ☒ ☒	☐	5	☐	5.00	5.00
C. Demonstrates ethical behavior	a b c d D ☐ ☐ ☐ ☐ P ☐ ☐ ☐ ☐ S ☒ ☒ ☒ ☒	☐	5	☐	5.00	

XI. ENGAGES IN SELF-IMPROVEMENT

A. Determines professional needs	a b c d D ☐ ☐ ☐ ☐ P ☐ ☐ ☐ ☐ S ☒ ☒ ☒ ☒	☐	5	☐	5.00	4.75
B. Participates in professional growth	a b c d D ☒ ☒ ☒ ☒ P ☐ ☐ ☐ ☐ S ☒ ☒ ☒ ☐	☐	4	5	4.50	

131 D. Number [redacted]

I. COORDINATES AND MANAGES PROGRAM					
A. Informs faculty of services	3	3	2	2.67	
B. Develops schedule	5	4	5	4.67	MEAN
C. Maintains records and student information	3	3	3	3.00	3.50
D. Implements procedures	5	4	2	3.67	
II. EMPLOYS CASE ADMINISTRATION PROCEDURES					
A. Follows through on referrals	5	4	4	4.33	
B. Makes referrals for further evaluations	NA	na	1	1.00	
C. Uses entrance criteria	4	4	3	3.67	3.08
D. Uses exit criteria	4	4	2	3.33	
III. EVALUATES STUDENTS FOR SPEECH-LANGUAGE IMPAIRMENTS					
A. Obtains and uses information			5	5.00	4.50
B. Selects and organizes evaluation procedures			4	4.00	
IV. PLANS STUDENT SPEECH-LANGUAGE PROGRAM					
A. Utilizes available information for long range goals		4	1	2.50	
B. Develops short term objectives		4	3	3.50	2.67
C. Adjusts student objectives		3	1	2.00	
V. USES PROCEDURES AND MATERIALS FOR THERAPY					
A. Uses appropriate materials		4	4	4.00	3.75
B. Meets individual student needs		4	3	3.50	
VI. COMMUNICATES WITH OTHERS					
A. Uses standard English when speaking	5	4	3	4.00	
B. Uses standard English when writing	5	5	4	4.67	4.22
C. Provides clear instructions and explanations	5	5	2	4.00	

						MEAN
VII. EVOKES DESIRED RESPONSES FROM STUDENTS						
A. Gains students' attention		☐	☐	4	4.00	
B. Provides stimuli or cues		☐	☐	3	3.00	3.3
C. Obtains responses for evaluation		☐	☐	3	3.00	
VIII. PROMOTES BEHAVIORAL CHANGE						
A. Provides motivating activities		☐	☐	2	2.00	
B. Records responses		☐	☐	2	2.00	2.3
C. Discriminates between correct/incorrect responses		☐	☐	3	3.00	
IX. PROVIDES A POSITIVE LEARNING ATMOSPHERE						
A. Maintains physical environment		5	4	5	4.67	
B. Maintains on-task behavior		4	4	3	3.67	4.08
C. Maintains effective working relationships		4	4	4	4.00	
D. Reinforces responses of students		4	4	4	4.00	
X. MEETS PROFESSIONAL OBLIGATIONS & RESPONSIBILITIES						
A. Demonstrates independent work habits	a b c d D ☐ ☐ ☐ ☐ P ☒ ☒ ☒ ☒ S ☒ ☒ ☐ ☒	5	4	☐	4.50	
B. Demonstrates professional conduct	a b c d D ☐ ☐ ☐ ☐ P ☒ ☒ ☒ ☒ S ☒ ☒ ☐ ☒	5	4	☐	4.50	4.33
C. Demonstrates ethical behavior	a b c d D ☐ ☐ ☐ ☐ P ☒ ☒ ☒ ☐ S ☒ ☒ ☒ ☐	4	4	☐	4.00	
XI. ENGAGES IN SELF-IMPROVEMENT						
A. Determines professional needs	a b c d D ☐ ☐ ☐ ☐ P ☒ ☐ ☐ ☐ S ☒ ☐ ☒ ☒	2	4	☐	3.00	3.84
B. Participates in professional growth	a b c d D ☒ ☒ ☒ ☐ P ☒ ☒ ☒ ☒ S ☒ ☒ ☒ ☒	5	5	4	4.67	

132 mber [redacted]

I. COORDINATES AND MANAGES PROGRAM					
A. Informs faculty of services	5	4	3	4.00	
B. Develops schedule	5	5	5	5.00	MEAN
C. Maintains records and student information	4	4	4	4.00	4.42
D. Implements procedures	5	5	4	4.67	
II. EMPLOYS CASE ADMINISTRATION PROCEDURES					
A. Follows through on referrals	5	4	4	4.33	
B. Makes referrals for further evaluations	5	5	5	5.00	
C. Uses entrance criteria	5	3	3	3.67	4.33
D. Uses exit criteria	5	4	4	4.33	
III. EVALUATES STUDENTS FOR SPEECH-LANGUAGE IMPAIRMENTS					
A. Obtains and uses information	☐	☐	5	5.00	4.50
B. Selects and organizes evaluation procedures	☐	☐	4	4.00	
IV. PLANS STUDENT SPEECH-LANGUAGE PROGRAM					
A. Utilizes available information for long range goals	☐	4	3	3.50	
B. Develops short term objectives	☐	4	5	4.50	3.83
C. Adjusts student objectives	☐	4	3	3.50	
V.. USES PROCEDURES AND MATERIALS FOR THERAPY					
A. Uses appropriate materials	☐	4	4	4.00	4.00
B. Meets individual student needs	☐	4	4	4.00	
VI. COMMUNICATES WITH OTHERS					
A. Uses standard English when speaking	5	5	5	5.00	
B. Uses standard English when writing	5	5	4	4.67	4.89
C. Provides clear instructions and explanations	5	5	5	5.00	

VII. EVOKES DESIRED RESPONSES FROM STUDENTS

A. Gains students' attention	☐	☐	3	3.00 MLAN	
B. Provides stimuli or cues	☐	☐	3	3.00	3.67
C. Obtains responses for evaluation	☐	☐	5	5.00	

VIII. PROMOTES BEHAVIORAL CHANGE

A. Provides motivating activities	☐	☐	4	4.00	
B. Records responses	☐	☐	3	3.00	4.00
C. Discriminates between correct/incorrect responses	☐	☐	5	5.00	

IX. PROVIDES A POSITIVE LEARNING ATMOSPHERE

A. Maintains physical environment	5	5	3	4.33	
B. Maintains on-task behavior	4	4	3	3.67	3.12
C. Maintains effective working relationships	5	3	4	4.00	
D. Reinforces responses of students	4	4	3	3.67	

X. MEETS PROFESSIONAL OBLIGATIONS & RESPONSIBILITIES

A. Demonstrates independent work habits

	a	b	c	d
D				
P				
S				

5	5	☐	5.00	

B. Demonstrates professional conduct

	a	b	c	d
D				
P				
S				

5	4	☐	4.50	4.67

C. Demonstrates ethical behavior

	a	b	c	d
D				
P				
S				

5	4	☐	4.50	

XI. ENGAGES IN SELF-IMPROVEMENT

A. Determines professional needs

	a	b	c	d
D				
P				
S				

5	4	☐	4.50	4.75

B. Participates in professional growth

	a	b	c	d
D				
P				
S				

5	5	☐	5.00	

Form 11-79 SECT/SLP

133 I.D. Number [redacted] 21

I. COORDINATES AND MANAGES PROGRAM					
A. Informs faculty of services	☐	4	4	4.00	
B. Develops schedule	☐	5	5	5.00	MEAN
C. Maintains records and student information	☐	4	4	4.00	4.13
D. Implements procedures	☐	4	3	3.50	
II. EMPLOYS CASE ADMINISTRATION PROCEDURES					
A. Follows through on referrals	☐	5	5	5.00	
B. Makes referrals for further evaluations	☐	5	5	5.00	
C. Uses entrance criteria	☐	4	2	3.00	4.25
D. Uses exit criteria	☐	5	3	4.00	
III. EVALUATES STUDENTS FOR SPEECH-LANGUAGE IMPAIRMENTS					
A. Obtains and uses information	☐	☐	4	4.00	3.00
B Selects and organizes evaluation procedures	☐	☐	2	2.00	
IV. PLANS STUDENT SPEECH LANGUAGE PROGRAM					
A. Utilizes available information for long range goals	☐	5	3	4.00	
B Develops short term objectives	☐	5	3	4.00	3.83
C Adjusts student objectives	☐	5	2	3.50	
V. USES PROCEDURES AND MATERIALS FOR THERAPY					
A. Uses appropriate materials	☐	5	4	4.50	4.50
B. Meets individual student needs	☐	5	4	4.50	
VI. COMMUNICATES WITH OTHERS					
A. Uses standard English when speaking	☐	5	5	5.00	
B. Uses standard English when writing	☐	5	4	4.50	4.83
C. Provides clear instructions and explanations	☐	5	5	5.00	

VII. EVOKES DESIRED RESPONSES FROM STUDENTS

					MEAN
A. Gains students' attention	☐	☐	5	5.00	
B. Provides stimuli or cues	☐	☐	4	4.00	4.67
C. Obtains responses for evaluation	☐	☐	5	5.00	

VIII. PROMOTES BEHAVIORAL CHANGE

A. Provides motivating activities	☐	☐	3	3.00	
B. Records responses	☐	☐	4	4.00	3.67
C. Discriminates between correct/incorrect responses	☐	☐	4	4.00	

IX. PROVIDES A POSITIVE LEARNING ATMOSPHERE

A. Maintains physical environment	☐	4	5	4.50	
B. Maintains on-task behavior	☐	5	5	5.00	4.50
C. Maintains effective working relationships	☐	5	4	4.50	
D. Reinforces responses of students	☐	4	4	4.00	

X. MEETS PROFESSIONAL OBLIGATIONS & RESPONSIBILITIES

A. Demonstrates independent work habits	a b c d D ☐ ☐ ☐ ☐ P ☐ ☐ ☐ ☐ S ☒ ☒ ☒ ☒	☐	5	☐	6.00	
B. Demonstrates professional conduct	a b c d D ☐ ☐ ☐ ☐ P ☐ ☐ ☐ ☐ S ☒ ☒ ☒ ☒	☐	5	☐	5.00	5.00
C. Demonstrates ethical behavior	a b c d D ☐ ☐ ☐ ☐ P ☐ ☐ ☐ ☐ S ☒ ☒ ☒ ☒	☐	5	☐	5.00	

XI. ENGAGES IN SELF-IMPROVEMENT

A. Determines professional needs	a b c d D ☐ ☐ ☐ ☐ P ☐ ☐ ☐ ☐ S ☒ ☒ ☒ ☒	☐	5	☐	5.00	5.00
B. Participates in professional growth	a b c d D ☒ ☒ ☒ ☒ P ☐ ☐ ☐ ☐ S ☒ ☒ ☒ ☒	☐	5	5	5.00	